DOCUMENT RESUME

ED 379 112 PS 023 044

AUTHOR	Follman, Joseph; And Others
TITLE	Learning By Serving: 2,000 Ideas for Service-Learning Projects. Hot Topics: Usable Research.
INSTITUTION	North Carolina Univ., Greensboro. School of Education.; SERVE: SouthEastern Regional Vision for Education.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	94
CONTRACT	RP91002010
NOTE	114p.
AVAILABLE FROM	NEFEC/SERVE, Route 1, Box 8500, 3841 Reid Street, Palatka, FL 32177 ($7; add shipping and handling charges; discount on quantity orders of 50 or more copies; non-exempt Florida residents must include 6% sales tax).
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Educational Facilities Improvement; Elementary Secondary Education; Environmental Education; Interdisciplinary Approach; Intergenerational Programs; *Learning Activities; Program Development; *Public Service; *Teaching Methods; Tutoring
IDENTIFIERS	*Service Learning

ABSTRACT

Defining service learning as the formal integration of public service into student instruction and learning, this guide provides teachers with ideas for narrowing the gap between what students do in school and what they will do after they leave school. The example activities, derived from actual projects, demonstrate the nearly limitless range of possibilities for service learning. The guide is divided into four sections. The first section provides examples of interdisciplinary projects, by grade level: intergenerational projects, tutoring and mentoring projects, environmental and recycling projects, school improvement projects, and others. The second section offers single-discipline projects, by subject and grade level. The third section offers practical information on the steps involved in establishing service learning programs. The fourth section contains descriptions of useful publications on service learning and annotated lists of organizations at the local, state, regional, and national levels that can provide information and resources to people interested in initiating or expanding service learning. Throughout the guide, "Program Profiles" provide fuller descriptions of exemplary service learning programs in schools and organizations in the Southeastern United States and across the country. Appendices contain standards for service learning, an exercise for identifying nearby service opportunities, a sample interdisciplinary planning form, and other information. Contains a 123-item bibliography. (HTH)

LEARNING BY SERVING:

00 IDEAS FOR RVICE-LEARNING PROJECTS

ED 379 112

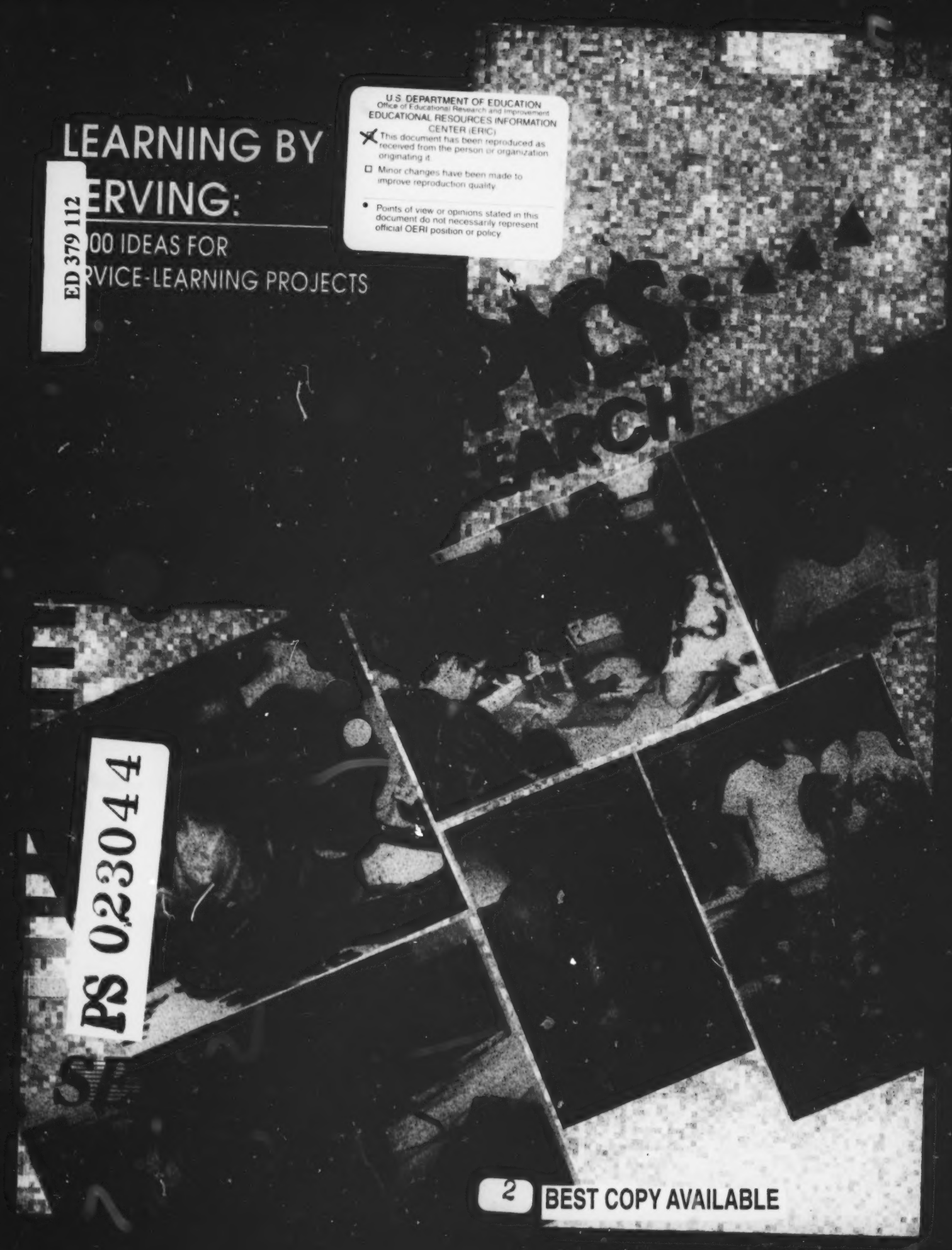
U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PS 023044



2 BEST COPY AVAILABLE

Hot Topics: Usable Research

Learning By Serving: 2,000 Ideas for Service-Learning Projects

By Joseph Follman, James Watkins, & Dianne Wilkes

1994

SERVE

SouthEastern Regional Vision for Education

Affiliated with the School of Education
University of North Carolina at Greensboro

This publication was produced with funds from the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. RP91002010.

Table of Contents

Page

Listing of Service-Learning Tips v

About SERVE and the Hot Topics Series vi

Acknowledgments viii

Introduction x

Section 1: Interdisciplinary Service-Learning Projects 1
1. Intergenerational Projects 3
2. Tutoring and Mentoring 7
3. Environmental and Recycling Projects 9
4. School Improvement 15
5. Other Interdisciplinary Projects 17

Section 2: Single-Discipline Service-Learning Projects 27
1. Language Arts 29
2. Foreign Language 30
3. Mathematics 31
4. Science 32
5. History 33
6. Social Studies 35
7. Art 37
8. Physical Education/Health 38
9. Business/Economics 40
10. Technology/Media 42
11. Music and Drama 43
12. Home Economics/Child Development 45
13. Vocational/Technical Education 46

Section 3: Initiating Service Learning 49
1. Time 51
2. Funding 53
3. Transportation 57
4. Liability 58
5. Preparation and Training 58
6. Continuation and Growth 63
7. Partnerships/Involvement 64
8. Reflection 70
9. Evaluation 73
10. Recognition/Awards 75

Section 4: Resources 77
1. Publications 78
2. Service-Learning Organizations: An Annotated Listing 83
3. Additional Organizations and Resources 89
4. Local Organizations Supporting Service Learning 92

Appendices 93
A. Standards of Quality for School-Based Service Learning 95
B. Ten Principles of Good Practice for Combining Service and Learning 96
C. 60-Minute Community Search 98
D. Sample Interdisciplinary Planning Forms 100

Bibliography 103

SERVE Order Forms

Listing of Service-Learning Tips

Page

Forms of Service Learning 51

Seeking Support 54

Reducing Liability and Ensuring Safety 59

Characteristics of Exemplary Service-Learning Programs 60

Characteristics of Successful Service-Learning Training 61

Ensuring Long-Term Project Success 63

Three "Should Nots" for Service-Learning Programs 64

Voluntary vs. Mandatory Service . . . The Unnecessary Debate 65

Strategies for Recruiting Students 67

Volunteers' Rights and Responsibilities 70

Things to Think and Write About in a Journal 72

Beginning-Level Program Evaluation 73

Formative Evaluation: Gathering Information 74

About SERVE and the Hot Topics Series

SERVE, the SouthEastern Regional Vision for Education, is a coalition of educators, business leaders, governors, and policymakers seeking comprehensive and lasting improvement in education in Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina. The name of the laboratory reflects a commitment to creating a shared vision for the future of education in the Southeast.

The mission of SERVE is to promote and support continuous improvement in educational opportunities for learners in the Southeast. Laboratory goals are to

- address critical issues in the region,
- work as a catalyst for positive change,
- serve as a broker of exemplary research and practice, and
- become an invaluable source of information for individuals working to promote systemic educational improvement.

Each year, SERVE emphasizes one of the national goals for education established by the President and National Governors' Association. An ongoing project, SERVEing Young Children, focuses on ensuring that all children are ready to begin school. SERVE responds to other regional needs as identified through needs assessments, collaboration with other organizations, and regular contact with educators throughout the region.

SERVE offers a series of publications entitled Hot Topics: Usable Research. These research- and practice-based publications focus on important issues in education and are practical guidebooks. Hot Topics "do" the research for the educator who is too busy to do it himself or herself. Each the result of an average of one year's work, Hot Topics are developed with input from experts nationwide and offer useful information, resources, descriptions of exemplary programs, and lists of contacts. The following Hot Topics are presently available:

Appreciating Differences: Teaching and Learning in a Culturally Diverse Classroom
Children Exposed to Drugs: Meeting Their Needs
Comprehensive School Improvement
Interagency Collaboration: Improving the Delivery of Services to Children and Families
Learning By Serving: 2,000 Ideas for Service-Learning Projects
Problem-Centered Learning in Mathematics and Science
Reducing School Violence
Reengineering High Schools for Student Success
Schools for the 21st Century: New Roles for Teachers and Principals
Using Technology to Improve Teaching and Learning

To request Hot Topics or other SERVE products, refer to the order forms at the back of this publication.

SERVE has offices in every state in the region to serve the needs of state and local education stakeholders. The contract management and research and development office is located at the School of Education, University of North Carolina at Greensboro. The laboratory's information office is in Tallahassee, Florida. Telecommunications are housed in Atlanta. Field service staff are located in Atlanta, Greensboro, Tallahassee, and on the campus of Delta State University in Cleveland, Mississippi. Policy services are provided from SERVE's Columbia, Greensboro, Montgomery, and Tallahassee offices. Addresses are provided below.

SERVE
P.O. Box 5367
Greensboro, NC 27435
(800) 755-3277
(910) 334-3211
fax: (910) 334-3268

SERVE
Delta State University
Box 3121
Cleveland, MS 38733
(800) 326-4548
(601) 846-4384
fax: (601) 846-4016

SERVE
345 South Magnolia Drive
Suite D-23
Tallahassee, FL 32301-2950
(800) 352-6001
(904) 922-2300
fax: (904) 922-2286

SERVE
State Department of Education
1008 Rutledge Building
1429 Senate Street
Columbia, SC 29201
(803) 734-4110
fax: (803) 734-3389

SERVE
41 Marietta Street, NW
Suite 1000
Atlanta, GA 30303
(800) 659-3204
(404) 577-7737
fax: (404) 577-7812

SERVE
State Department of Education
5114 Gordon Persons Building
50 North Ripley Street
Montgomery, AL 31630
(205) 242-9700
fax (205) 242-9708

This publication is not copyrighted and may be reproduced without permission as long as its source is cited.

Acknowledgments

The authors are grateful to the many educators and other service-learning professionals who provided information, resources, and/or review that contributed to the development of this publication. We wish to extend a special thanks to the members of the Alliance for Service Learning in Educational Reform for their contribution and review.

Contributors:

Barbara Baker, National Society for Experiential Education
David Battey, Youth Volunteer Corps of America
Michael Buscemi, Quest International
Jennifer Cofer, Berea College
Laura Colin Klein, Association of Junior Leagues International
William Denton, Clark Atlanta University
Frank Dirks, Close-Up Foundation
Marty Duckenfield, National Dropout Prevention Center, Clemson University
Sarah Eads, Campus Compact, Brown University
Barbara Foster, Learning Systems Institute, Florida State University
Felicia George, National Center for Service Learning in Early Adolescence
Barbara Gomez, Council of Chief State School Officers
Steve Haddad, Florida Office of Campus Volunteers
McClellan Hall, National Indian Youth Leadership Project
Cathy Hammond, Florida Department of Education
Roger Henry, Florida Campus Compact
Kathy Herre, Association of Junior Leagues International
Eugene Herring, Florida Department of Education
Lindy Howe, National Information Center for Service Learning
Starla Jewell-Kelly, National Community Education Association
Lisa Laplante, Community Service Learning Center
Joanna Lennon, East Bay Conservation Corps
Joanne Long, Leadership Development Network
Vollie Melson, Youth Service America
John Miller, University of Pittsburgh
William Moeller, Office of Student Service, Florida State University
Maggie O'Neill, Maryland Student Service Alliance
Jodi Orr, Council on Higher Education
Cynthia Parsons, SerVermont
John Peters, National Dropout Prevention Center, Clemson University
Nancy Powell, Youth Engaged in Service
John Riegert, Volunteer Youth Training and Leadership
Adrienne Ross, YMCA Earth Service Corps
Dorothy Routh, Learning Systems Institute, Florida State University
Ingrid Sausjord, Constitutional Rights Foundation
Renee Sbaschnig, Points of Light Foundation

Toni Schmiegelow, City Volunteer Corps of New York
Judy Seltz, Association for Supervision and Curriculum Development
Harry Silcox, Pennsylvania Institute for Environmental and Community Service Learning
Diana Smith, National Youth Leadership Council
Megan Swezey, Haas Center for Public Service, Stanford University
Ralph Vedros, Pacific Lutheran University
Maddie Wegner, National Youth Leadership Council
Joan Wylie, Luke B. Hancock Foundation

Learning By Serving: 2,000 Ideas for Service-Learning Projects

was edited and produced by
Joe Follman

and designed by
Glenda Johnson

Introduction

> If they took [service learning] out of my school, we would be just sitting there without making a difference in our community.
>
> Comment of 13-year-old service-learning participant in New Mexico

Over the past decade, the service-learning movement has expanded rapidly throughout the country. The phrase "service learning" is now widely recognized; thousands of people attend conferences and workshops on the subject; numerous organizations are dedicated to its expansion; a national association has been formed; and there is federal support for service learning from the Corporation for National and Community Service. Service learning has reached the mainstream.

Well, sort of. While service learning has brought outstanding results and satisfaction to its proponents, it remains unknown to or misunderstood by a significant portion of educators nationwide. In addition, many people affix the service-learning label to projects that bear little resemblance to actual service learning. The incorporation of the service-learning banner for any and all kinds of service has led to confusion over what service learning is and what forms it can take. Indeed, research for this publication identified a number of definitions, some several pages in length (*see Appendices A and B*).

In this publication, **service learning is the formal integration of service into student instruction and learning**. The reverse also holds true: service learning is the integration of instruction and learning into student service. Learning and service are both vital outcomes in service learning, which narrows the gap between what students do in school and what they will do after they leave school. And while service-learning instruction is commonly delivered at schools, it can also take place in community organizations and settings.

Learning By Serving: 2,000 Ideas for Service-Learning Projects is designed to help teachers and others who are interested in service learning assimilate it into their instruction. The publication seeks to define service learning by example; it is an "idea book" for people interested in initiating or expanding service learning in their schools and communities. The examples, derived from actual projects, demonstrate the nearly limitless range of possibilities for service learning. In fact, the best and most effective service-learning projects are those that are a unique match of local needs, talents, and collaborations. Therefore, no two service-learning projects are or should be identical.

Learning By Serving: 2,000 Ideas for Service-Learning Projects is divided into four sections: Section One, Interdisciplinary Service-Learning Projects, provides examples of interdisciplinary service-learning projects, by grade level, and is divided into five categories. Section Two, Single-Discipline Service-Learning Projects, offers examples of service-learning projects by subject and grade level.

In sections one and two, examples that are appropriate for several grade levels are grouped together. **Please note that many examples can be applied or adapted at other grade levels.**

Section Three, Initiating Service Learning, offers practical information on the steps involved in establishing service-learning programs. Hundreds of examples of service-learning programs are provided to help get programs going and address issues related to the logistics of service learning.

Section Four contains descriptions of useful publications on service learning (with ordering information) and annotated lists of organizations at the local, state, regional, and national levels that can provide information and resources to people interested in initiating or expanding service learning. The Appendices contain standards for service learning, an exercise for identifying nearby service opportunities, a sample interdisciplinary planning form, and other information.

Throughout the publication, "Program Profiles" provide fuller descriptions of exemplary service-learning programs in schools and organizations in the Southeast and across the nation.

A note about citations: providing individual citations for every example in this publication would both hinder the narrative flow and increase the publication's size. For these reasons, sources are listed in the Bibliography and are cited in the narrative in only a few cases. The publications that were most useful in the development of this document are highlighted in the Resources.

Do not be afraid to get started in service learning—the results are worth it. The benefits of service and learning are compounded, sometimes exponentially, when the two are thoughtfully combined in service learning. Almost everyone who has been involved in service learning has seen participants' lives transformed by it. Keep in mind that most projects begin with a single person who has the vision, vitality, and will to make it happen.

Section 1

Interdisciplinary Service-Learning Projects

1. Intergenerational Projects
2. Tutoring and Mentoring
3. Environmental and Recycling Projects
4. School Improvement
5. Other Interdisciplinary Projects

Interdisciplinary Service-Learning Projects

Those who are free to act must make judgments. Judgment requires values. Service learners discover that the satisfaction of making decisions in the world is deepened by the discipline of being responsible for them.

Michael J. Shannon
Reflections on Service Learning
Pennsylvania Pride, 1992

There are many benefits, both logistical and instructional, to making service learning interdisciplinary. Not only can teachers working together share resources and more easily schedule service activities, but a group of teachers or an entire school is far more likely to be able to secure financial support and release time for training. Having many people involved also offers more opportunities for collaboration and shared responsibility.

An interdisciplinary approach will better prepare students for their "real-world" service and reflect their experience both during service activities and after leaving school. The interdisciplinary approach is a "win-win" proposition.

1. Intergenerational Projects

Elementary/Middle/High

- As part of project Take It to Heart, and Take It to Others, students at Lincoln Elementary School in Springfield, Illinois, held an "Elderfair" for residents at a nearby retirement home. Students and the elders looked at old photographs from Springfield and discussed such topics as a 1938 flood, World War II, and books of the period. The elders taught the children square dancing, a fourth-grade physical education learning objective.
- In Upper Arlington, Ohio, thirty eighth graders from Jones Middle School are paired with residents at a nearby retirement village. For six weeks a year, the students spent two periods a day teaming with senior citizens for structured and unstructured educational and recreational activities. Learning activities included group discussions, tape-recorded oral histories, and seminars, films, and readings on the aging process.
- Also in Upper Arlington, a class of middle school students with learning disabilities became pen pals with residents of a nearby nursing home.
- In the AfriCamp program in Belle Glade, Florida, at-risk students apply their research and communication skills during interviews with older citizens on the area's culture and history. In 1992, transcripts of the interviews were written and edited for use as the text for a 40-page coloring and activity book for three- and four-year-olds.
- Students at Pine Grove (Pennsylvania) Middle School worked with elders at the Tremont Senior Center to conduct research projects centering around Schuylkill County's coal industry and its Pennsylvania Dutch heritage.
- The New York City program, Elders Share The Arts (ESTA), conducts community-based arts and humanities programs with elder adults and intergenerational groups. Projects involve visual and performing arts, writing, and oral history. ESTA works with students, community agencies, hospitals, and museums; and its Rediscovering America project places elders with fifth–seventh graders to provide a framework to explore history, the arts, and the values and life experiences of both groups.
- In New Mexico, elder Indians teach students about traditional medicinal herbs; the students then plant an herb garden at their school.
- Elementary school students in Tucson, Arizona, lunch once a week with the elderly at a senior citizen's home as part of an Adopt-A-Grandparent program.
- Students at Fairlawn Elementary in Evansville, Indiana, perform "Mother Goose on the Loose" at a nearby nursing home and prepare foods mentioned in the nursery rhymes for the residents.

- Eighth graders at Farrell High School in Philadelphia spend at least two hours a week visiting at the senior citizen apartment house across the street from the school. Students have written books based on their experiences, one student collected the original poems a resident had been writing since the 1940s, and another produced a biography of her elder friend.
- Students at Freedman School in Springfield, Massachusetts, entertained a nursing home resident with a homemade scroll box illustrating what they had learned in class about her native Scotland.

Students of all ages participating in intergenerational projects can also . . .

- make valentines and other holiday greeting cards in art classes
- visit the elderly, ask about songs that were popular generations ago, learn the songs, and then perform them for the elderly
- discuss with elders the difference in yesterday and today's music, and speculate on the reasons for the differences
- share objects that are treasured and explain why they are treasured
- recite nursery rhymes with residents
- read books or poetry to the elderly that the elderly read as youth
- learn about living on a fixed income and help raise money to pay the bills of the retired
- perform skits about being young or old
- work with elders on dramatic productions to be performed for both groups
- cultivate a garden in an elderly person's back yard
- draw pictures and produce other art for elders
- perform a joint service project with elders
- perform dances for elders to show how dance styles have changed
- invite elders to participate in school events
- interview elders about what it was like to be a child generations ago and compare experiences
- interview elders about how they celebrated holidays as children
- make Christmas presents for the elderly
- share recipes and make the meals together
- create collages together for a retirement center or for the school
- raise money to purchase special wheelchairs or other equipment for nursing home residents
- make family trees with elders
- exchange family photographs with elders and discuss each other's families
- collect old clothes and have a fashion show for the elderly in period costume
- imagine they are elderly, write about it, and then have the elderly read and comment on the descriptions and how accurate they are
- perform landscaping, gardening, cleaning, raking leaves, or other jobs for elders
- help elderly with home canning and other food preparation
- talk with senior citizens about the Great Depression and its effects
- invite older adults from a variety of nationalities or ethnic groups to discuss family traditions
- complete the same homework assignment as senior citizens and share responses
- ask senior citizens to share their childhood memories of their families, their schools, life before television, flying in an airplane for the first time, etc.
- create a time capsule with items donated by both generations
- create a "Then and Now" book on themes such as school, childhood games, work, recreation, food, music, etc.
- play games with residents
- draw pictures illustrating senior citizens' stories
- compare family relationships and the role of grandparents in families in the past and now
- bring "foster plants" to retirement homes and offer to take care of them during regular visits
- learn about historical events from residents
- conduct a Halloween parade in a nursing home
- establish partnerships for latch-key children and elders who live alone

PROGRAM PROFILE

Youth and Elderly Against Crime
Dade County Public Schools, Florida

Students from nine inner-city schools in Miami, Florida, work with senior citizen groups in their neighborhoods to identify and find solutions to common problems. Together, the two groups seek to bridge the gaps between them and create a safer environment for the entire community.

In social studies classes, students listen to presentations by law enforcement officials and speakers from local advocacy groups on crime-related issues. They also attend public forums and strategy seminars during the school year where they as well as teachers and senior citizens develop advocacy skills. The students are then matched with a local senior citizen group, and together they develop plans for improving their neighborhood.

A task force of students, senior citizens, community leaders, law enforcement officials, and educators meets several times a year to develop proposals to submit to local officials, and resolutions and policy statements are drafted at a four-day summer institute held at Florida International University. The intergenerational teams present their proposals during the annual legislative session in the state capitol.

Students participating in the crime prevention program visit senior centers and present workshops and skits on crimes that target the elderly. Students have produced a series of public-service announcements, in both English and Spanish, to help educate the elderly on how to avoid becoming a crime victim. The spots are shown on local television stations. As a result of student surveys, poorly lighted areas in the community are being improved and transportation is being enhanced. Students have also drafted legislation for stiffer penalties for crimes committed near the elderly's residences.

Declared a "Point of Light" by President Bush, the Youth and Elderly Against Crime program also won the 1993 United Technologies Exemplary Program Award and the National Partners In Education Award as the best school volunteer program in a large school district. A training manual is being developed for the project, and a crime prevention videotape is being produced in English, Spanish, and Creole to reach the ethnic groups that make up Greater Miami. Students and teachers are available for training workshops, and representatives from other districts are invited to attend and participate in summer institutes at Florida International University.

For more information, contact
Ramona Frischman
Dade County Public Schools
1450 NE 2nd Avenue, Room 217
Miami, FL 33132
(305) 995-1215

Middle/High

- The Magic Me program in Baltimore, Maryland, targets middle schoolers who have behavior problems or who are at risk of dropping out of school. The students spend one hour a week during the school day with senior citizen partners writing poetry, playing basketball, dancing, and taking trips together to the theater or ballpark.

Middle and high school students can also . . .

- perform in band or chorus at local nursing homes for holidays and other special events
- provide respite for families caring for elderly, impaired, or the terminally ill
- learn from the elderly how to make quilts, and work with them to make quilts depicting subjects of importance to both groups or focusing on the life events of the elders
- hold sewing or quilting bees with elderly residents and donate the final products to the needy
- interview women and minorities of all ages, ask each one about their experiences, and compare the similarities and differences
- invite a panel of elders to the school to make presentations and discuss history or other subjects
- write rap music about their interaction with the elderly and share it with them
- make calls once or twice a week to elderly residents, handicapped persons, or out-patients living alone. Students could use the school phone during lunch hours.
- compile information and write articles about upcoming school and community events for a newsletter, then distribute them to nearby nursing homes
- help younger children prepare presentations at retirement centers
- perform skits or role plays that help other students prepare to visit a senior center for the first time
- volunteer with senior advocacy groups on issues concerning both age groups
- study the food served at retirement homes and, if necessary, draft legislation to improve the quality of nursing home food
- bring pets for the residents of retirement homes to pet and play with

High

- In Colorado Springs, Colorado, students worked with their community to convert an old junior high school into a community facility for education and recreation.
- Students at Waseca High School in St. Paul, Minnesota, hold bingo parties for senior citizens.
- At Canal Winchester (Ohio) High School, students in a peer facilitator course planned and held a Senior (Citizen) Prom in conjunction with the school's junior-senior prom.
- In the Phillips Academy "shadowing program" in Andover, Massachusetts, students work with a social service case manager in clients' homes to serve and learn more about the opportunities and responsibilities of a social services career.
- Project H.E.L.P. (Help the Elderly Live Proudly) in Okeechobee, Florida, is a joint effort between the local school board and Okeechobee Senior Services. High school vocational students provide carpentry and home repair services for indigent elders, giving students a chance to apply classroom lessons while encouraging intergenerational interaction and empathy.
- Students at Waseca High School in St. Paul, Minnesota, put on a vaudeville show for senior citizens and teach painting to elderly residents.

High school students can also . . .

- buy groceries and run errands for shut-ins
- team with elders to volunteer at local hospitals
- perform major home chores such as painting houses, putting up storm windows, moving heavy items, doing construction, making wheelchair ramps, etc.
- perform repairs, such as fixing appliances, replacing screens, etc.
- train senior citizens in computer use
- ask the elderly to complete art projects, then organize arts and crafts displays of the seniors' work
- conduct a safety check of the homes of senior citizens: replace batteries in smoke alarms, repair basic wiring, fix broken windows, etc.
- chauffeur elders to the store and to the other locations (in the elders' cars) during the week. In return, the students could use the cars on the weekend.

2. Tutoring and Mentoring

Elementary/Middle/High

- At-risk students in a remedial summer school at Carrollton (Georgia) Junior High School provided tutoring and mentoring to at-risk four-year-olds. The pre-school students were bused to the junior high for their lessons each day. The program, known as the Next Generation School Project, became so popular that it was continued into the regular school year. The following summer, students were hired to go into housing projects to recruit younger at-risk children. The program now includes high school students tutoring elementary school children.
- In the Resolving Conflict Creatively Program at Brooklyn Community School District 15, fifth- and sixth-graders mediate disputes among fellow students. At some schools, mediation is part of classroom lessons, and students are assigned on a rotating basis as mediators for classroom disputes. In other schools, teachers and peers select student mediators who represent the entire school population, including special education classes.
- Fourth- and fifth-graders at Morehead Elementary School in Durham, North Carolina, read to kindergarten students.
- At McGary Middle School in Evansville, Indiana, students created teaching aids for a nearby day-care center.
- The YMCA at the University of Minnesota sponsors Project Motivation, in which students are paired with second-sixth graders in need of "Big Buddies." Volunteers attend a retreat at the beginning of the program and meet bi-weekly throughout the school year.
- In the Valued Youth Partnership Program at Harlandale and South San Antonio, Texas, secondary school students at risk of dropping out tutor elementary school children five to eight hours per week.
- At Washington Elementary in Mt. Vernon, Washington, the fourth graders tutor younger students. At their weekly training session, the tutors learn vocabulary words to introduce during tutoring, review worksheets and reading texts to use with tutees, discuss how to help tutees decode words, and practice role plays.
- Students at Phillips Academy in Andover, Massachusetts, provide mentoring, tutoring, and recreational activities for children ages 3-13 in a nearby latch-key program center. Phillips students also provide tutoring and enrichment activities in a year-long partnership program with a local elementary school. On Tuesdays, the high school students use a curriculum designed to augment the language arts and mathematics skills of at-risk children in the 6th-8th grades. Tutors work in pairs with two to four students. The groups take enrichment trips together on Wednesdays, and the high school students meet with their teacher and a student coordinator on Thursdays for training and evaluation.
- In the Linking San Francisco project, students at 20 schools are involved in a project in which younger students are bused to high schools for tutoring. After the tutoring, the students work together to produce children's books to give to younger kids. The high school students receive credit for a peer tutoring course that includes 12 hours of instruction and 48 hours of actual tutoring.
- Third- through fifth-graders in the Buddies program in Aiken, South Carolina, are paired with abused or neglected pre-school and kindergarten students at a local community agency. The older students read to the younger ones, tutor them in mathematics and language arts, and provide books for the younger students to keep and take home.
- In the SPLASH (Secondary Pupils Learning About Success and Helping) program, students at Lake Clifton/Eastern High School in Baltimore, Maryland, tutor elementary school students in reading and mathematics.
- Students, faculty, parents, and community members in Elizabeth Forward School District joined together to form an organization called S.A.V.E. (Students Against Violent Environments). Students at Elizabeth Forward High School serve as role models and educate middle- and elementary-age students about dealing with violence in homes, neighborhoods, and schools and provide alternate means of dealing with frustration and anger.
- As part of an effort to establish relationships between private and public schools, a team of high school students from Miami (Florida) Country Day School tutor students at Miami Shores Elementary School each week.

- Members of the Adolescent Teacher Squad, which is composed of at-risk junior high school students, promote a love of reading by serving as reading tutors for elementary school students.
- In a Friendly PEERsuasion Project, eleven-year-old Girls Club members in Arlington, Texas, teach six- to ten-year-olds about bad drugs and bad combinations of "good" drugs. To become PEERsuaders, the girls, most of whom are at-risk for substance abuse, complete 20 hours of training in such areas as communication and techniques for resisting peer pressure.
- In San Antonio, Texas, at-risk older students serve as tutors and "valued youths" to younger peers. They are trained in communication skills, child development theory, and economic opportunity.

Students of all ages can also . . .

- pair up as "big buddies" with special education students

Middle/High

- In the Summerbridge program in San Francisco, California, high school students provide intensive summer instruction for middle school students who are about to enter rigorous college preparatory high school classes.
- Sixth graders at Gavin Middle School in Boston serve as tutors to special education classes. In the project, the "instructors" select and read stories to the special education students, and then the students write book reports together.
- Volunteers in Project Humanity at Folwell Junior High School in Minneapolis, Minnesota, help the special education instructor teach 12- to 16-year-olds with serious developmental disabilities life skills such as how to count money, tell time, read important safety terms, and communicate with their peers. First conceived as a service-learning project for social studies classes, the project now involves approximately 25 students from various disciplines.
- Ten fourteen-year-old members of PEERsuasion, a Girls, Incorporated, program, educate younger children about the dangers of substance abuse. The national office of Girls, Inc., supplies curricula featuring interactive exercises and discussions, and adults train the girls in teaching approaches.
- The Teacher Corps Project at Adams Junior High School in Tampa, Florida, involves at-risk eighth- and ninth-grade students who tutor elementary school students; the tutors in turn are paired with teacher education students at the University of South Florida who take them on a tour of the university campus and provide the participating students with positive role models for continuing their education. Ninth-grade students who have completed one year of the program are enrolled in a Peer Counseling class, for which they receive credit, where they tutor the eighth-grade participants in an Employability Skills class to help them meet the requirements of the program.

Middle and high school students can also . . .

- serve as peer counselors to help transfer students, disabled students, foreign students, and those in need of social support/mentoring
- organize youth leadership training events
- participate in a Big Brother/Big Sister program that matches incoming students with upperclassmen/women who assist them throughout their freshman year

High

- Students in Duluth, Minnesota, serve as "youth jurors," hearing and deciding cases involving their peers who are facing charges for offenses such as vandalism, shoplifting, misdemeanor assault, and possession of drugs or alcohol. The jurors question offenders and impose sentences that usually combine probation with financial restitution or community service.
- Future Homemakers of America (FHA) students in Orangeburg School District 7 in Elloree, South Carolina, designed and implemented an after-school tutorial program to address the problems of the Teen Companions, a group of at-risk students. After 10 hours of instructional time (and in 50 hours of peer tutoring) FHA volunteers were able to help the Teen Companions with such topics as study skills, conflict resolution, problem solving, and peer pressure.
- Students at Fenway Middle College High School serve as instructors in a nearby elementary school in theatre arts, the humanities, and biology.

3. Environmental and Recycling Projects

Elementary/Middle/High

- Fourth graders at Stockwell Elementary School in Evansville, Indiana, planted and cared for an acre of prairie grasses at a nearby nature preserve.
- Students living on Reservation land in Sky City, New Mexico, conducted an anti-litter campaign. They raised money for equipment, posters, and flyers, and helped to get an anti-litter ordinance passed.
- After young adults in Boston's City Year program had cleared a littered vacant lot, first- and second-graders from Mason Elementary School planted trees, grass, and shrubs on the site and cared for them.
- At Paul Ecke Elementary School in Encinitas, California, students collected containers that were produced with a recycling symbol on them, but that recyclers would not accept, and sent them to the Society of Plastics in Washington, D.C., with a letter telling the Society to "Take the Wrap."
- As part of a unit on migration, fifth graders at Washington Elementary School in Mt. Vernon, Washington, have developed and maintained a bird sanctuary. While learning about the physical attributes of birds and their nesting and feeding patterns, all fifth-grade students care for the birds and their habitats. Social studies students learn geography by studying a North American map, and learn how communities interact with their habitats. Students also plant trees, build bird feeders, and write journal entries about the sanctuary.
- The National Park Service and its National Park Foundation support environmental service-learning programs in the national parks through the Parks as Classrooms program. Programs have been established in Yosemite, Harpers Ferry, Boston National Historical Park, and in other sites. *(See Resources for more information.)*
- Students in Grand County, Colorado, worked with the U.S. Forest Service to build an outdoor nature center and study the impact of a proposed golf course on a rare species of tree frog.

PROGRAM PROFILE

A-Way with Waste Mississippi

The Mississippi A-Way With Waste program is an integrated statewide K-12 curriculum administered by the Mississippi Cooperative Extension Service and the State Department of Education. The program teaches students how to promote consumer awareness of sources of waste, develop recycling strategies for school and home, and investigate the consequences of various waste disposal systems.

In this program, elementary school students learn recycling techniques such as using newspapers to clean windows at school and home and substituting vinegar and baking soda for hazardous household cleaners. Middle schoolers research the amount of waste their community produces, the cost of disposal, and methods used to recycle or dispose of the waste, including the reasons for locating landfills in certain areas. High school science students study acid rain, air pollution, and the effects of incinerators on the environment. For example, in mathematics and science classes, students measure the amount of wasted aluminum and the income derived from recycling. Research on resource consumption and conservation is conducted in home economics classes.

Authorized by the 1990 Multimedia Waste Minimization Act, A-Way with Waste is funded primarily by a Serve-America Grant, with additional funding and materials provided by Chevron, the Tennessee Valley Authority, Weyerhouser Corporation, and the Mississippi Manufacturers' Association.

For more information, contact
Jim Yonge
Mississippi Cooperative Extension Service
P.O. Box 9641
Mississippi State, MS 39762
(601) 325-5207

Source: Watkins & Wilkes, 1993.

- More than 50 students, ages 7-11, restored and preserved a Louisiana bog on their school grounds at the University Laboratory School at Louisiana State University in Baton Rouge. Wetlands preservation and recycling activities were integrated into language arts, reading, social studies, and mathematics classes.
- Students at Beaver Lake Elementary School in Maplewood, Minnesota, researched, designed, planted, and cared for a wildflower garden at a local lake.
- Students participating in a West Michigan Environmental Action Council project studied greenspaces for migratory animals, conducted inventories of greenspaces in their area, made posters about the greenspaces to educate their peers and community, tested the water and soil at a nearby park, counted and recorded flora and fauna used by migratory animals, and planned and built a park area for animals and birds.
- The students at Old Town (Florida) Elementary School are developing a schoolyard ecosystem with support from the school district and the local 4-H extension service. First-, second-, and fifth-graders created compost bins. Sixth-graders landscaped two sites on the school grounds. Third and fourth grades raised vegetables and established bird and butterfly observation areas in a flower garden. Students have also created a fish pond, planted native shrubs, and removed non-native species.
- As part of their studies on the condition and preservation of Chesapeake Bay, seventh graders at Harper's Choice Middle School in Howard County, Maryland, planted marsh grass. They also painted signs saying "Don't Dump—Chesapeake Bay Drainage" to be placed next to storm drains.
- Concern about the environment inspired students from several San Francisco area schools to collect 3,500 pounds of debris from Ocean and Baker Beaches. Science students used data cards to catalog the debris for salinity, pollution, and other studies. English students wrote position papers focusing on the issue for specific audiences. Social studies students reviewed city, county, state, and federal environmental regulations and learned what methods best promote clean beaches.
- Students in Washington State conducted an adopt-a-stream program in which they spent several years working to research, clean, and re-stock depleted salmon streams. Students raised salmon, cleaned the water and shores, advocated for reducing levels of pollutants in the water, and released fingerlings into the streams.
- In Salt Lake City, Utah, teacher Barbara Lewis and her fourth- through sixth-graders cleaned a hazardous waste site, helped with the passage of two new environmental laws, and planted hundreds of trees.
- The Getting Kids Involved program at Peachtree Elementary School in Cherokee County, North Carolina, uses the Foxfire active learning approach to help students design and implement their own curricula. Choosing the environment as their theme, students began recycling the school's aluminum. They established mini-landfills, recording and using data on the landfills to illustrate concepts related to proper waste disposal. The students designed bulletin boards to communicate information they learned about ecosystems, while working with community volunteers and participating in hands-on learning in the community. Students successfully wrote their own grant proposal to the Foxfire Fund to establish a gift-tag business that eventually helped fund an environmental field trip.
- The Scranton (Pennsylvania) School District initiated an experimental environmental curriculum at a school site and designated a nearby park to be the laboratory. Student work includes park maintenance, landscaping, and air and water quality inspection.
- Students involved in the YMCA Earth Service Corps have been involved in several environmental projects: stenciling "Dump No Waste; Drains To Stream" on storm drains; writing and illustrating educational books for younger and older students on topics such as urban forestry, recycling, and energy conservation; restoring trout streams and other natural habitats for fish and wildlife; monitoring water quality in local streams and watershed areas; and creating cross-cultural environmental service projects (such as tree planting) that involve Native youth and youth from other countries.
- Students at A.D. Harris Alternative High School in Panama City, Florida, researched the sea life and environmental significance of nearby St. Andrews Bay. From their research, they pro-

duced a coloring/activity book for elementary school children and presented a two-week environmental program to first graders at the Jr. Museum. At-risk students from A.D. Harris served as mentors for the first graders, instructing them and guiding them through the exhibition which included a boardwalk tour, a hands-on water experiments lab, and a marine touch-and-feel presentation. The project was supported by biologists from the National Marine Fisheries, U.S. Fish and Wildlife Service, St. Andrews Bay Resource Management Association, and the Jr. Museum of Bay County.

- To highlight recycling in their community, students at the Ben Hill County Middle School in Fitzgerald, Georgia, volunteered to restore an historic downtown park. They transformed an old wading pool into a flower garden, recycled trash, and built a public demonstration compost bin with overgrown vegetation removed from the park. Smaller compost bins made from donated wooden pallets were distributed throughout the community.

Students of all ages can also . . .

- create habitats for wild birds or for other animals on school grounds
- design a class (or school) waste reduction plan, with practices such as using the backs of paper, repairing leaky faucets, turning out lights when they are not needed, etc.
- provide and maintain planters of various types of flowers, plants, or vegetables for patients at local centers for people with disabilities. Volunteers can help patients maintain the plants; instruct them on plant propagation, care, and benefits; and rotate the plants among different centers.
- research the impact of natural disasters on the environment and identify ways in which the effects of the damage can be minimized through restoring native vegetation. Students can then select restoration projects related to their study.
- make their own mulch and worm bins for natural recycling
- prepare for environmental restoration activities by researching the history of a selected site, interviewing long-time residents, and working with local forestry and park officials
- study local erosion, then plant trees and vegetation to help reduce the erosion
- establish and maintain a tree nursery for planting in service projects and for sale to raise funds
- collect yard trash from the school and areas near the school and donate the compost for local use
- volunteer at local, state, and national parks and forests to work on recreation projects, build shelters and camps, repair trails, or create play areas for children
- conduct environmental research on topics such as acid rain or water quality
- adopt and clean a body of water in their area
- create posters with how-to tips for "smog-busting" or "graffiti-busting"
- start a garden at a homeless shelter or child-care center
- hold a one-day clean-up rally at all the schools in a district and in their immediate surroundings
- create an environmental studies area
- study the benefits and uses of trees and then plant trees for Arbor Day or Earth Day
- send entire classes to help with clean-up after natural disasters

Middle/High

- Students at Radford University in southwestern Virginia are working with latch-key seventh-tenth graders to refurbish a nearby park and create trails that are wheelchair-accessible.
- In addition to demonstrating civic responsibility as they rehabilitate a public field adjacent to the school, students at Chesapeake Bay Middle School use scientific skills to analyze the ecosystem, mathematical skills to measure and study the field, and writing skills to publicize the importance of public areas.
- Supported by an Environmental Education Grant from the Environmental Protection Agency (*see Resources*), students in Climax Springs, Missouri, monitor a creek and watershed in the Climax Springs Cave system.
- Abraham Lincoln High School in Philadelphia serves as the official air and water quality monitoring station for northeast Philadelphia. Students provide the city with water, air, soil, and radon samples and help with neighborhood clean-ups.
- Students living near El Morro National Monument in Ramah, New Mexico, helped the National Park Service on a number of projects, including building and repairing trails, cleaning and weeding Anasazi ruins, and controlling erosion.
- Students at Evergreen Middle School (Washington) participated in Greenpeace's East/West Educational Project. As part of the project-centered environmental curriculum, students, assisted by scientists, researched pollution's

impact on the community and then initiated projects to address the problem. The students received training in research, negotiation, and public relations skills needed to implement successful environment projects in their community.

- In partnership with the Outer Banks Wildlife Shelter (OWLS), the Serve-America Program of the Carteret County School System in North Carolina provides students with training in the latest techniques of animal care and prepares them to respond to emergencies threatening wildlife. OWLS is an animal rehabilitation center that provides students with a live science laboratory for the study of birds, reptiles, mammals, and aquatic animals while fulfilling objectives for vocational, social studies, science, and English courses. The students build bird-feeders for OWLS to sell, construct animal and bird cages, create educational displays on wildlife preservation, and publish a monthly newsletter.

Middle and high school students can also . . .

- take an active role in improving the quality of air in their area. Using science and mathematics skills, they can monitor pollution levels from traffic, industry, homes, etc., as well as indoor air quality. Applying their knowledge of social science and politics as well as their reading, research, and writing skills, they can review legislation and scientific journals, issue periodic reports (and warnings) about air quality, and help change long-standing habits.
- study ecology by obtaining and analyzing water samples from local rivers and offering the results to the town's water department; furnishing written reports of their findings to local industries located on the rivers; preparing articles for the local paper and radio/television stations; and surveying community attitudes on related ecological issues
- learn about solar energy and then try to build solar panels
- draft legislation designed to protect endangered species in their area and, in the process, apply research skills (e.g., learning what is being done to protect endangered species) as well as their knowledge of history, science, mathematics, and English
- produce radio programs or videotapes on local environmental concerns

High

- Students from the Aurora, Colorado, YMCA Earth Service Corps began the 1993-94 school year by planning a month-long service trip to Costa Rica for the summer of 1994. Students will spend a week in the rain forests learning forest ecology and assisting in research under the supervision of a university professor. The following week, the students will work with their peers from the San Jose YMCA on a water quality monitoring project. The students will also meet and work with refugee children from other Central American countries at a local YMCA camp.
- At-risk students at Okaloosa Baker School in Florida designed and built an ecological learning center on their school grounds. They also created nature trails on surrounding property, planted native plants, created a pond, and built an outdoor amphitheater.
- Students in 16 high schools in northern Minnesota collaborated to collect and analyze data on the polluted St. Louis River to submit to the Minnesota Pollution Control Agency. As part of the St. Louis River Watch program in Duluth, students sampled the polluted water for oxygen and pH levels and collected and dissected fish, frogs, and insects living in the river to ascertain the level of pollutants in the animals' bodies. They also created artwork depicting life in the river, studied exotic species, surveyed frog populations, and even "created" their own exotic species in art class.
- The Rutherford High School/Tyndall Air Force Base Environmental Project in Panama City, Florida, restored a dump site on base property. Students then constructed a nature trail, a boardwalk, and an outdoor classroom in the nearby shoreline habitat. With the help of teachers who developed block scheduling activities for classroom credit and personnel from Tyndall, students collected water and soil samples for laboratory analysis, studied and identified animal and plant species, and researched various ecosystems such as pine forests, wetlands, and salt-water shorelines.
- Students involved with the Newark, New Jersey, YMCA Earth Service Corps (YESC), along with the Protestant Community Center and the Greater Newark Conservancy, turned a vacant lot into a community park with playground equipment, raised flower beds, and a

PROGRAM PROFILE

PARKnership
Florida

In Florida's PARKnership program, state parks become outdoor classrooms and service sites for K-12 students who volunteer for resource management projects that address park needs. In the program's first year, more than 800 students from 7 elementary, middle, and high schools worked on projects in 7 state parks.

The projects are designed to address specific park needs. In a south Florida park, the site of an historic settlement, 10 high school students removed exotic pest plants from the park and carted off six tons of debris from an area planned for restoration. On Florida's east coast, 15 high school students from an ecology club spent 250 hours over 10 months researching and designing a butterfly garden. They located suitable plants in the park, learned horticulture principles, and planted or transplanted appropriate plants for the garden. At another coastal site, 150 students divided into teams to work on 5 different projects at once: restoring a sand dune area, conducting inventories of endangered species, reforesting an area with pine seedlings, making interpretive signs for a nature trail, and identifying and listing plant species in the park. In other projects around the state, students restored or created nature trails (and published companion trail guides), restored native habitats, and developed environmental education games for young visitors.

The activities in the first year took place on weekends, with students furnishing their own transportation. Park personnel provided orientation on first aid and the proper use of equipment. As more schools join the program, which is sponsored by the Office of Environmental Education of the Department of Education and the Florida Park Service in the Department of Environmental Regulation, outside funding sources are being sought for transportation and release time. In the future, students may receive credit for service activities, and a student internship program is also being considered as a supplement to the PARKnership program.

For more information, contact
Kate Muldoon or Robert Raze, Jr.
Office of Environmental Education
Suite 224C, Florida Education Center
Tallahassee, FL 32399-0400
(904) 487-7900

grass playing area. YESC members also organized a community environment fair that was instrumental in getting local people involved in a letter-writing campaign to the governor against toxic waste.

- As a summer project, students in the Seattle, Washington, YMCA Earth Service Corps spent 16 days backpacking in Olympic National Park and conducting ecological restoration. During the school year, the students were involved in a major urban reforestation project in Seattle, where they planted ash, elm, birch, snow crabapple, and pear trees along arterial streets. They also attended an retreat that addressed issues of urban environmental problems, biodiversity, cultural diversity, and third world issues.
- Members of the Kokomo, Indiana, YMCA Earth Service Corps have established recycling programs at several local businesses. Students set up the collection bins, educate the workers about recycling, and pick up the recyclables each week. They also write and perform skits for elementary school students about recycling and composting.
- In Operation Cooperation, a three-state (Delaware, Pennsylvania, New York) pilot initiative sponsored by *Newsweek*, high schoolers study, teach about, and solve environmental problems and model civic-action research projects that are disseminated to secondary schools nationally. Student activities include conducting research on specific environmental problems and writing, editing, and publishing accompanying handbooks. Students also draft environmental resolutions and lobby for them in Washington.

High school students can also . . .

- produce an ecology/environmental calendar to be sold to parents and the community. Science students can research environmental topics and dates (such as Arbor Day and Earth Day), art or photography students can provide the pictures, and language arts students can write captions or tips on environmental care.

Recycling

Students of all ages engaged in recycling projects can . . .

- organize their schools' recycling program
- hold kickoff events with student-run booths with information on various aspects of the recycling drive and displays of materials that can be recycled
- collect and process recyclable materials
- increase public awareness of recycling through presentations, signs, news reports, etc.
- provide examples of "old-time" recycling (stories and examples of how people made fuller use of materials in the past) (Cairn & Kielsmeier, 1991)
- produce a publication on recycling (on recycled paper of course!)
- encourage their school and district to set a good example by having all publications printed on recycled paper
- form a recycling club as the action arm for recycling assignments
- calculate how many trees and kilowatts and how much water have been saved by recycling efforts
- use money raised from recycling efforts to pay for other environmental concerns such as buying rain forest acreage
- hold a poster and/or logo contest for the recycling program
- operate recycling centers at the school, recycling school and community goods
- collaborate with city and private recycling efforts and organizations
- seek funding support from the city and other organizations
- ensure custodial staff are aware of recycling efforts and participate in them
- make special efforts to recycle all the extra packaging materials that are at the school at the beginning of the year (Cairn & Kielsmeier, 1991)
- establish district-wide recycling projects or projects involving all feeder schools so older and younger kids can work together
- recycle old building materials to construct storage facilities for recycling material (e.g., receptacles for classrooms and hallways)
- make products out of recyclable material and donate them to the needy

Middle/High

- conduct training in recycling for local businesses, apartment complexes, etc.
- study recycling legislation and its complexities and the various factions that want to control, delay, or abolish recycling initiatives
- establish school goals such as recycling certain

PROGRAM PROFILE

Two-Acres
Hamilton Middle School, Jasper, Florida

Phosphate strip mining, the major industry in rural Hamilton County, Florida, accounts for nearly half of the earned income in the county. One-sixth of all land in the county is stripped for phosphate, which is used in household and industrial products. Land that is mined in this fashion resembles a moonscape after the phosphate has been removed.

As part of its efforts to restore mined land, Occidental Chemical Corporation offered assistance, equipment, and two acres of land to Hamilton Middle School for a collaborative learning and reclamation project. Seventh graders studied the role, extent, and effects of phosphate mining in their community and conducted research and field studies on native flora and fauna. They interviewed relatives and neighbors who work or have worked in the mines to learn about the industry, and reported their information and restoration plans to the local newspaper and to the community in public meetings.

Working with Occidental, a professor from the University of Florida's Center for Wetlands, and representatives from the local extension agency, forestry service, Game and Fresh Water Fish Commission, and the community, students have selected native plants and have begun to restore the land to something resembling its natural condition. Since restoring strip-mined land is extremely complicated, the project will continue for several years.

For more information, contact
Mary Lou Reid
Hamilton Middle School
Route 4, Box 177
Jasper, FL 32052
904-792-1292

amounts of various materials, raising a specified amount of money, changing certain policies (such as eliminating the use of styrofoam cups and containers in every school and in district offices), raising funds to purchase dimmers for the school, or recycling all excess paper in the school

4. School Improvement

Elementary/Middle/High

- In a project that lasted two years and involved every subject, students at Sealey Flementary School in Tallahassee, Florida, collected one million pennies to purchase books for the school library. Mathematics students provided calculations for the project; science students studied the coin's composition; and students learned about the role of the penny in our history and economy, worked with local businesses to obtain donations, and created a penny collection of rare dates. The one millionth penny was formally presented to the school by then First Lady Barbara Bush.
- Students in the Downington (Pennsylvania) Area School District made and use a classroom "worm box" (composter) to convert school cafeteria waste into rich soil to be used in the school's garden.

Students of all ages can also . . .

- provide tours of the school for visitors
- welcome new students to the school at the beginning of the year, give them tours of the school, help them with their lockers, and introduce them to other students
- document service activities for the school's archives and display cases
- develop a school creed or service slogan
- establish long-term projects that future classes can continue, such as large landscaping projects or fundraising activities for major purchases. Use data and journal entries as the basis for an archive that will become part of the school's identity and establish an historical record for students involved.

Middle/High

- To complete the landscaping around new buildings at Chickasaw County School in Houlka, Mississippi, students worked with a master plan developed by a plant design class at Mississippi State University. Students

PROGRAM PROFILE

S. O. S. (Save Our Students)
Booneville, Mississippi

In 1992, Booneville (Mississippi) High School identified a disturbing problem; over half the freshman class were failing at least one subject, and the other classes were not doing much better. The school was also plagued by a 39 percent dropout rate. To solve these and related problems, school officials established an adult mentoring program and student-initiated community service projects.

The mentoring project was coordinated by the Booneville guidance counselor, who identified specific academic needs for students and recruited adult volunteers–mostly retired teachers and community leaders–with abilities to match. Each adult mentor was assigned at least five students in a Learning Strategies class that addressed various subjects.

In the second semester and during the summer, the students were involved in service activities that included a student-designed landscaping plan and nature trail for the school. In addition to the 120 students from the Learning Strategies program, 60 students from the Ecology class and members of the county 4-H Club also took part in the project. The groups worked together to build the nature trail and outdoor classroom on the Booneville campus with instruction from a soil conservationist, forestry agent, game warden, biologist, botanist, and engineer. The trail included a recognition key to 20 trees and the identification of existing sites of pollution and erosion. While participating in the service activity, students applied skills learned in geometry, horticulture, drafting, chemistry, and botany classes and received credit for the service in the Learning Strategies and Ecology classes. Upon completion of the project, the students returned to school and conducted classes on the project for elementary students.

The results of the tutoring and service were dramatic; the failure rate for the ninth grade dropped from 56 to 31 percent, the twelfth grade rate fell from 26 to 7 percent, and there were similar success in the tenth and eleventh grades. Teachers also noted a marked improvement in the students' classroom behavior and attitudes and a decrease in disciplinary problems.

For more information, contact
Linda Clifton
Booneville School District
100-B George Allen Drive
Booneville, MS 38829
(601) 728-8430

Source: Watkins & Wilkes, 1993.

planted a safety hedge between the elementary school playground and a nearby parking lot and used shrubs and plants to shield utility areas such as garbage bins and gas tanks from public view. Research and problem-solving sessions led to discussions of the impact of erosion and the decision to place mulch around the roots of several old trees on campus threatened by root exposure. Science students planted deciduous trees and added foundation plantings to shade the buildings and air-conditioning units during the summer and allow sunlight into the classrooms in the winter. Science classes in different grades were each assigned a small area of the campus to landscape and care for as a long-range project. Older students performed longitudinal studies on plant growth and wrote research papers that are kept as portfolios for future reference in the Library of Student Works. Younger students helped with planting and wrote books about their experience. A technology class filmed, edited, and produced a videotape on the project.

- Students at Waseca High School in St. Paul, Minnesota, work the reception desk for parent-teacher conferences.
- At Cecil Avenue Junior High School in Delano, California, students in the severely handicapped class joined with students in a drug use prevention club to form a "Clean Team" that removed graffiti from campus walls and conducted other activities. Several community organizations also participated, and students received training in working with the mentally and physically challenged.
- Middle school students in Laguna, New Mexico, serve as conflict managers for their peers. Chosen by their teachers, the students receive training in conflict mediation and wear a special badge identifying their status.

Middle and high school students can also . . .

- develop a handbook for new students
- hold an open house for teachers each fall to explain how the students can be of help at the school

High

- Agriculture students designed and landscaped the courtyard at Lee Junior High School in Woodland, California.
- Students at Waseca High School in St. Paul, Minnesota, initiated a distinguished speaker series and invited successful businesswomen to speak at the school.

5. Other Interdisciplinary Projects

Elementary/Middle/High

- Preschoolers at McLaurin Elementary School in Florence, South Carolina, help take care of animals at the Florence Animal Shelter. Older students from the school visit terminally ill children at the local children's hospital and help with story time and crafts.
- After the Minneapolis, Minnesota, YMCA received a donation of $10,000 for community improvement by a local business, students were given the responsibility of surveying community needs and deciding how the donation should be spent. Students also worked on the improvement projects they selected.
- Students in Albuquerque, New Mexico, worked on a service-learning project that began small but is still expanding. Hearing that burrowing owls and a colony of endangered kit foxes lived adjacent to the runway of the local airport, the students went to the airport and cleared debris that was strewn over the animals' living area. Back at school, they then put on puppet shows for younger students explaining the animals' plight. Dressed as endangered animals, the students lobbied state legislators to pass laws to formally protect the animals and succeeded in getting a resolution passed by the state legislature for habitat preservation.
- Elementary school students at Mark's Meadow After-School program in Amherst, Massachusetts, successfully lobbied city officials to establish a shelter for homeless single women.
- Second-fifth graders at P.S. 14 in New York City studied the health and living conditions of children around the world, made presentations to their peers in other classrooms, and donated proceeds from a cupcake sale to an international relief organization.
- After second graders at Washington Elementary School in Mt. Vernon, Washington, completed reading *The Boxcar Children* (Gertrude Chandler Warner, 1890), they applied comparison/contrast skills learned in social studies to examine how the lives of the four homeless children in the book differed from the lives of homeless people in Mt. Vernon; applied scientific knowledge in recycling objects as crafts materials and examining others to determine

how rust is formed; applied problem-solving skills in selecting and executing a quilt-making service project; and applied mathematics skills in making a quilt for a local homeless center.

- Fifteen student winners of the Africa Month Project Essay contest in Belle Glade, Florida, will undergo several weeks of intensive training in African language, history, customs, geography, and government before spending two weeks in Kenya. Notes and journals kept during the trip will be edited and submitted for publication in national magazines. A book on the experience will be produced for elementary school children.
- The Helping Us Grow through Service and Smiles (H.U.G.S.S.) program at Challenger Middle School in Colorado Springs, Colorado, is a school-wide interdisciplinary application of service learning. Students are divided into nine academic teams, and each team adopts a community agency for service projects. If a team's project involves service to a retirement home, related topics of life expectancy, demographics, disease, medical technology, social problems, governmental responsibilities, and problems of the aging population are explored in classrooms. Whatever the project, curricula are written to integrate the service experience into the students' formal education.
- As part of East Ward Elementary's (Downington, Pennsylvania) Service Salad program, elementary school librarians sponsor a Varsity Storytelling Team to travel to local Head Start Centers. A clowning group visits children in hospitals after studying clowning in theater history and physical education.
- Students and faculty at the Carbon County Area Vo-Tech School in Jim Thorpe, Pennsylvania, have joined with the Jim Thorpe Lions Club and the Jim Thorpe Borough to plan for repair and preservation of a memorial for Jim Thorpe, the famous Native-American athlete. Student involvement ranges from design and construction to public information tours. Coordinated by the school, the project involves the study and research of Native American history and culture in 10th grade social studies.
- Sixth graders at Green Cove Springs Elementary in Orange Park, Florida, wrote, produced, and published a 200-page history of their town. They drew maps, studied histories of town buildings, and interviewed long-time residents. Reading, writing, history, and geography skills were reinforced, as were the students' knowledge of and interest in their community.
- The "Buddies for Life" program at Floranada Elementary School in Fort Lauderdale, Florida, is a multi-generational project focusing on a range of topics. Fifth-graders at Floranada work with the first grade on activities such as adopting acres of rain forest in South America and turning their common hallway into a mock rain forest. Senior citizens from a nearby retirement home are then given tours of the "rain forest" by students. Recycling skits with first-grade, fifth-grade, and elderly cast members are presented at the retirement home, school, and in the community. The purchase of a laptop computer with a modem allows residents of the retirement home to communicate daily with the students.
- In the Rock and Roll program in Grand Rapids, Michigan, third- and fourth-graders create books for mothers to read to their infants and help teach the value of reading. The project combines art, writing, mathematics, and production skills.
- Science, art, and human ecology classes at Maplewood Middle School in Minnesota created a courtyard garden and waterfall.

Students of all ages can also . . .

- conduct a school-wide interdisciplinary project focused on bread and its place in cultures around the world. Students in history and social studies classes can select certain nations or continents and then study the kinds of bread made in those countries and the social, cultural, and religious uses of the bread. Foreign language students can interview local residents from other countries and learn and translate recipes for breads from around the world. Mathematics and algebra students can calculate how much grain and other ingredients are required to feed populations of various sizes. Nutrition and other students can make the bread. Finally, the bread can be donated to the needy.
- study, in science classes, the effects of drugs on the human body and mind. English or journalism students can write and publish this information in the school paper or in a newsletter or pamphlet. Art students can create posters or comic books on the same theme. Drama and chorus students can perform for their peers and for younger students about the dangers of drugs.
- research various national holidays and the

customs surrounding those holidays, then prepare a traditional meal for that holiday to share with immigrants who have recently moved to the neighborhood or city

- create a brochure or slide show about their community
- convey information about health issues, current events, public safety, social and environmental issues, academics, or other subjects to young people and to the public through the arts, videotapes, lectures, written works, or experiential activities
- give tours at museums
- conduct research for non-profit organizations or public agencies. Examples might include surveying households about their solid waste disposal; counting wild birds; collecting local crime statistics; or interviewing youth, seniors, or other groups about their need for services (Cairn & Kielsmeier, 1991).
- help organize a school-wide project on the issue of hunger instead of simply collecting cans for a food drive. One class can discuss community and global issues related to hunger; another class can learn about food production and the differences between developing and industrialized countries and the existence of hunger in enclaves of industrial countries. Classes can visit local service agencies and educate other students by staging plays and concerts. Students can gather excess food from grocery stores and make the deliveries of the food themselves (McPherson & Negben, 1990).
- conduct oral history or other local history projects in their communities. Students could also present the information to the community through books and videotapes or by reenacting historical events.
- invite adults to the school to be interviewed for local history projects. Have the students develop their questions in advance and send a copy to the interviewees so that all participants can prepare ahead of time.
- compile oral histories of their school by talking with retired teachers and long-time residents

Middle/High

- The Living History project at Driftwood Middle School in Broward County, Florida, identified and trained 20 Seminole students in the cultural, historical, and traditional aspects of their Tribe. The students, some of whom faced 12-hour school days due to long bus rides from the Seminole Reservation, received their instruction

PROGRAM PROFILE

Helping Hands
Bremen, Georgia

In the Helping Hands project in Bremen, Georgia, K-12 service learning is integrated district-wide and throughout the town.

Special education classes design activities for pre-schoolers. Elementary school classes collect food for churches, conduct beautification projects, or "adopt" nursing home residents and hospital patients. Middle school students work with such service sites as the local nursing home, Head Start, and in public housing developments. Members of the high school student chamber of commerce work with the local chamber to study economic conditions and participate in economic development. In one English class, students dress as folk heroes to read stories to elementary school children. In another English class, students visited the Senior Citizens' Center to record and publish reminiscences of the elderly in a book entitled *Pathways: Those Who Have Seen, Teaching Those Who Will See.*

Helping Hands is supported by a SERVE-America grant, with contributing funds from the local community.

For more information, contact
Jim Boyd
Programs Coordinator
Bremen City Schools
504 Laurel Street
Bremen, GA 30110
(404) 537-5508

Source: Watkins & Wilkes, 1993.

and training from tribal elders who worked with the students on the bus. Enriched in their heritage, the students then made presentations on their culture to local elementary schools.

- As part of a project to learn about the human body and nutrition, seventh graders at Keys School in Palo Alto, California studied the needs and conditions at a local shelter for battered women and their children. After learning about the shelter from shelter staff who came and spoke at the school, students performed several related service projects. They wrote books and constructed toys for the children and designed and wrote a nutrition guide for the women and their children.
- Students at Solano Junior High in Vallejo, California, spent ten days in Mexico helping build a school for local children. Though the trip was arranged by Global Challenge, a nonprofit program that takes students to Third World countries for educational experiences, the Solano students raised the money for the trip and materials. In Mexico, participants were responsible for laying foundations, pouring cement, painting walls, building doorways, and cooking their own meals.
- Hippodrome Improvisational Teen Theatre in Gainesville, Florida, integrates theater techniques and information from a social skills class at Loften Educational Center to improvise dramas on preventing or responding to temptations of at-risk teen behavior. Students perform their own productions for at-risk students, then lead a question-and-answer period with the audience, offering personal insights on developing coping skills.
- Approximately 180 sixth-graders at Kopachuck Middle School in Gig Harbor, Washington, learned about hunger through a project in which they studied, questioned, and reflected on the problem and then were involved in a hunger/fasting simulation. Lessons on the history of hunger in Somalia, Zaire, and Egypt were followed by fund-raisers to help reduce hunger in Africa. The students also held a "Hunger Banquet" to dramatize the unequal distribution of food around the world at which 15 percent of the students received a full meal; 25 percent received rice, beans, and water; and 60 percent received only rice and had to eat it sitting on the floor.
- In the Foxfire program, students in rural Georgia interview elder residents and record and publish magazines and books that document the skills and vanishing lifestyles of mountain people.
- The Positive Tomorrows program in Oklahoma City helps homeless students transition from being service recipients to service providers by involving the students in intergenerational service-learning programs with the elderly.
- For Dental Health Week, seventh- and eighth-graders in Sky City, New Mexico, studied about dental care, produced a book on keeping teeth clean, then presented and read the book to kindergarten students.
- Six teachers on an interdisciplinary team at Waseca Middle School in St. Paul, Minnesota, conducted a project on the homeless by comparing social problems of the 19th and 20th centuries. English students studied Dickens' *A Christmas Carol*, mathematics students studied and graphed demographics on the homeless, civics students studied child labor laws, and science students attempted to determine the nature of Tiny Tim's medical problems. Students constructed homes out of cardboard boxes, garnered donations of soup from grocery stores, and spent two hours out in the boxes on a cold night to get a sense of what it is like to be homeless. Burning barrels were set up on the playground to provide a little warmth and the proper atmosphere. Parents, other students, the superintendent, and news media attended the event. (*See Appendix D for a copy of Waseca's interdisciplinary planning form as well as a blank form you can use.*)
- In San Francisco, an interdisciplinary project brings together at-risk and ESL eighth-graders to learn about peace and social justice. The students write reports, develop an understanding of the issues, conduct surveys, and then adopt causes for their service. For a project on immigration, they integrated social studies, history, and geography to learn the reasons why people came to America. The study was followed by a trip to do a service project at Angel Island, where Chinese immigrants were once processed.
- The Unified Studies and Community programs are a service-learning collaboration between Orem High School and Brigham Young University in Utah. Working with the university, students and teachers design and implement projects related to fine arts, social science, recreation, English, and science in outdoor settings in Utah. Activities are wide ranging

and include mountaineering, hang gliding, fossil collection, survival skills, animal study, designing art for skis, plant identification, and dozens more.

- In Project STAR, an after-school program at Phillips Academy in Andover, Massachusetts, high school students assist therapists and other trained professionals working with multi-handicapped children.
- Deaf students from Abraham Lincoln High School in Philadelphia develop service projects to address their and community needs. Under the sponsorship of the Deafness Council of Southeast Pennsylvania, the students produced a directory of Philadelphia agencies and organizations that assist the deaf and hard-of-hearing. The students also tutor younger deaf students at a nearby elementary school, serving as positive role models. In addition, the students teach their hearing peers sign language during lunch period and during the evening with devices (made available through a grant from a local foundation) that allow the students to communicate over telephone lines.

Source: School Youth Service Network, Constitutional Rights Foundation, 1989

BEST COPY AVAILABLE

PROGRAM PROFILE

Social Involvement through Education and Service (S.I.T.E.S.), North Olmstead High School, Ohio

In the S.I.T.E.S. (Social Involvement Through Education and Service) program in North Olmstead, Ohio, sixty twelfth-graders each year complete an interdisciplinary service-learning curricula. The S.I.T.E.S. class offers three credits—one each in social studies, English, and community service.

The social studies curriculum is divided into two semester courses, Contemporary Social Issues and U.S. Government, in which the students study the following themes:

Contemporary Social Issues:
- Discrimination, Poverty, Aging, Medical Ethics, Cultural Diversity
- Values and Rights—Societal vs. Individual
- The Role of Public Service in U.S. History
- The Individual's Role in Community Welfare

U.S. Government:
- Government Philosophies, Structures, and Functions
- Government's Role and Influence on Society, its Agencies, and Individuals
- The Manner and Effects of Active Participation in Social and Civic Systems

The English curriculum focuses on the following service-related themes:
- Nature of Man: Optimism and Pessimism
- Western Society: Manners and Matters
- America: A New Eden, a New Adam
- The American Experience: Duty and Freedom
- An American Appraisal: Protest and Reform

Learning, service, and reflection on service are achieved through course discussions and presentations; written responses to reading selections; reflective journal writing; service project proposals and reports; formal interviews with service supervisors; and the application of language and communication skills in service.

The 30 local agencies participating in the S.I.T.E.S. program provide experiential service opportunities related to the students' instruction and local needs, such as adopting needy families, organizing school-wide food collection, hosting a "Seniorfest" to honor community elders, and traveling to rural Ohio to serve an economically depressed community. Thus far, students have given 10,000 hours of service, and participants have a 100 percent retention and graduation rate.

For more information, contact
S.I.T.E.S. Coordinator
North Olmstead High School
North Olmstead, OH 44070
(216) 777-7700

Middle and high school students can also . . .

- serve as recreation volunteers, integrating science and laboratory skills in work at local parks, gardens, woods, etc.; agricultural/industrial arts skills by designing and building nature trails; artistic skills in the production of outdoor sculptures, posters, art shows, etc.; writing skills in the production of a community recreation newsletter; foreign language skills by translating the newsletter into other languages; and speaking and foreign language skills by manning a recreation hot-line in different languages
- lay out an exercise path for children and adults in the community. Art students could make posters announcing its availability, woodworking students could make the poster stands, English students could write the advertisement for the public service announcement, and home economics students could prepare and sell (at cost) high-energy, low-calorie snacks for exercise path users.
- develop booklets on cultures within their school or local community and then present them to the Chamber of Commerce or a local cultural center
- research the impact of past and possible future natural disasters such as hurricanes or earthquakes. Students could research such community needs as evacuation routes, emergency services, recovery services, and emergency first aid in the event of a disaster. As a service component, the students can compile their information into a booklet and make it available to the public.
- join scientists or environmentalists in field research at national or state parks. While gaining valuable experience and knowledge they can use in their classes and helping collect data, students are introduced to possible careers.
- take care of aquariums at nursing homes, hospitals, day-care centers, etc. Biology and zoology students could use the aquariums for research projects in which they also use statistical analysis, computer, and writing skills in generating reports.
- partner with a hospital and help with a variety of class-related projects. For example, art classes could beautify wards, home economics classes could sew robes and make toys, the chorus and band might develop participatory music programs, and English classes could write letters to or for patients.
- apply language, construction, and natural history knowledge in creating bilingual signs for a park

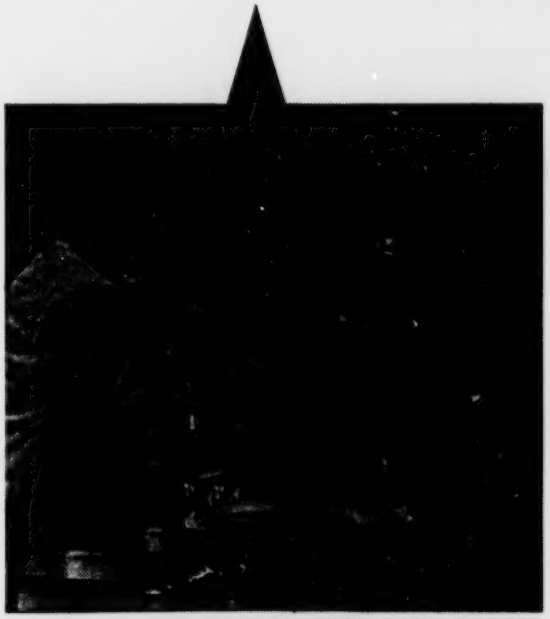
High

- A group of ten students in Minneapolis, Minnesota, decided to beautify the site of a razed liquor store. They designed and built a community meeting place on the site, constructing benches and pathways. Pathways were made of ceramic tile, and the students decorated the site with artwork celebrating five cultures represented in the area.
- Students at a high school in Minneapolis, Minnesota, that is far more racially and ethnically mixed than its surrounding community wanted to improve school/community ties. Noting that there was no community meeting place, they decided to build a gathering place near the school for use by both the students and the community. The project involved building, landscaping, artwork, etc., and many members of the community helped the students with the construction.
- Students in a wide variety of disciplines at the University of St. Thomas in St. Paul, Minnesota, provide tutoring at area K-12 schools. The K-12 and university faculty work together to coordinate their curricula, and the university students receive 15-20 percent of their class grade based on their tutoring.
- The West Philadelphia Partnership involves the University of Pennsylvania, local K-12 schools, and the business and medical communities in the development of interdisciplinary health curricula. Pooling resources, participants develop curricula and establish student-run health screenings at the K-12 schools. The goal of the project is to graduate students who are more health-wise and have a better chance finding health-related jobs in their community (where most of the economy is tied to the health industry).
- In 1992, students in the Carver-Scott Educational Cooperative Youth Employment And Housing (YEAH) summer program in Minnesota renovated several basement apartments for use by the poor.
- In 1993, students in the YEAH Program built a house on the school campus which was then relocated and is now a home for battered women. Because the work required the students to demonstrate a variety of skills, students received credits in mathematics, English, and social studies as well as elective credits in construction and work experience. For two of the students, participation provided the credits they needed to graduate.

- Green Tree School in Germantown, Pennsylvania, has fully integrated service into its curriculum. Students run the food service operation at the school, providing over 100 lunches a day and refreshments for school meetings, board breakfasts, and holidays. Students plan the menu at a local soup kitchen, raise money to provide the food, and prepare and serve the meals. Other students have created an outdoor classroom by building a bridge over a nearby creek to study a miniature wetland, and industrial arts students volunteer at Habitat for Humanity projects in North Philadelphia.
- To help address teen pregnancy, drug and alcohol use, and violence, students at Farwell (Michigan) High School organized an Awareness Week on these issues at their school. Working with school administrators and counselors, the students identified community agencies with expertise in student health issues and invited representatives to make presentations at the school. The students also plan to expand their efforts to middle schools.
- In an alliance of educators, health professionals, ethnic organizations, students, and parents, John Marshall High School in Los Angeles implemented a service-learning project integrating service with world history, mathematics, health, and English. The service is to research and provide information on community health-care needs and identify organizations in the community that meet those needs. Students serve on an advisory board to review progress, design student recognition components, and plan strategies. Teams of students make progress reports to the student representatives on the advisory board.
- Social Lab at Wissahickon High School in Ambler, Pennsylvania, is a year-long voluntary academic and career exploration program for seniors incorporating service. The program has two components. The school component is a two-subject-per-day English and social studies class that is team-taught and covers areas such as sociology, political science, economics, energy, marriage, and the family. Students write research papers on different topics. The community service component is an internship of ten hours per week. Students are placed in health programs, police departments, day-care centers, and other service-related organizations. They earn one credit each for English and social studies and three credits for the internship.
- In the student-run Literacy Council in Bedford County, Pennsylvania, students make administrative decisions, help trainers, apply for funding, produce television spots, do public relations, and recruit adults to work as tutors.
- Two teachers at Papillion/La Vista High School in Nebraska developed a one-semester course that encompasses two units of study, "Community and Government" and "Family Life and the Community," combined with a strong service component. Instruction demonstrates the connections among family, government, and community. For example, students study issues such as crisis, stress, and domestic violence and their relation to crime and chemical dependence. Students then complete service projects related to their instruction.
- In 1992, the National Indian Youth Leadership Project (NIYLP) established the Zuni Search and Rescue Team Program. Working with a grant from the Office of Substance Abuse Prevention, high school students from the Zuni pueblo in New Mexico were trained as a volunteer search and rescue unit in a 100-hour experientially based training program developed by an NIYLP wilderness specialist. Students focused on wilderness living/survival skills, group building, communication skills, map reading, wilderness first aid, land navigation, and tracking. Though their work was not during school hours, the students who completed the training were awarded a full elective credit at their high schools–the first time that students received credit for service in New Mexico. Their team is recognized by the State of New Mexico as a sanctioned rescue team. Within a few months of completing their training, the Zuni team was instrumental in helping find an eight-year-old boy who had been missing for two days. The team has now saved the lives of nearly one dozen people.
- The Teach to Learn:Learn to Teach program in Meriwether County, Georgia, addresses two problems: pre-schoolers unprepared for the first grade and the shortage of teachers in the rural area. During a six-week summer program, local high schoolers are instructed in educational and learning theories, which they then apply in tutoring four-year-olds in reading and communication skills. Tutors are responsible for their daily lesson plans and provide daily reviews of their interactions with the pre-schoolers, receiving credit for an elective unit. Meriwether County hopes to interest the students in

pursuing education careers and remaining in Meriwether County to teach.

- Students at Middlebury (Vermont) Junior High School produced a resource guide, *If You're in Trouble, We're Here to Help*. The students gathered information for the guide, conducted interviews with local agencies, and then wrote, designed, and produced the guide on desktop publishing software.
- At-risk students in the Making Good News Grow program at Gainesville (Georgia) High School applied skills learned in mathematics and science classes to design and install landscaping around the buildings in their low-income housing project. Students worked with a landscape designer to learn the benefits of using vegetation in heating and cooling a building; the science class analyzed soil samples and recommended ways to compensate for soil imbalances; and the mathematics class designed the landscape plan for the project. Students in an English class write a journal on the project, and members of a speech class made presentations. Handicapped students who found writing difficult were provided with tape recorders to use as journals.
- Armed with a $200 mini-grant, a teacher at Canaan (Vermont) Memorial High School combined social studies with instruction in art, history, and language arts. An area expert spoke to the students about local architecture, and a quiltmaker taught the students her craft. After studying local buildings and their architectural history, the students videotaped the buildings, making copies for the school, town, state libraries, and the Vermont Historical society. The quilt they made as a class project displayed five Canaan buildings the students chose as most important and now hangs in the town library.



Source: Student Advisory Council, Baltimore City Schools, Baltimore, Maryland

Middle and high school students can also . . .

- research, publish, and disseminate a book on services for migrant families working in the area. Students could work with the migrant children, finding out what is the most difficult for them to adjust to as they move around and what might make it easier for them to gain an education. Students could also maintain correspondence with the migrant children as they move around, learning more about the circumstances of their mobility and helping establish some stability for them if they return to the area.
- Translate dramas, musicals, poems, stories, and other literature and then perform, read, or otherwise present it to children or members of the community in their native language.

Section 2

Single-Discipline Service-Learning Projects

1. Language Arts
2. Foreign Language
3. Mathematics
4. Science
5. History
6. Social Studies
7. Art
8. Physical Education/Health
9. Business/Economics
10. Technology/Media
11. Music and Drama
12. Home Economics/Child Development
13. Vocational/Technical Education

1. Language Arts

Elementary/Middle/High

- In the AfriCamp program, 10- to 15-year-olds wrote a book on Lawrence Shuler, a black builder who constructed the first bridge in Belle Glade, Florida. In preparation for the project, the students attended evening classes twice a week for a semester, where they received training in reporting, researching, editing, and drawing. During the summer, they located and interviewed people who knew Shuler, compiled photographs and other artwork, and began separating the facts from the lore in Shuler's life. Work concluded at a three-week camp at the end of the summer.
- To promote a love of reading, one teacher's ninth-grade English classes at Hamilton High School in Hamilton, Alabama, adopted a fifth-grade class at a nearby elementary school. In addition to reading to the youngsters, the high schoolers performed scenes from short stories and re-wrote a classic in simpler terms.
- Students at Radford University in southwestern Virginia are working with latch-key seventh-tenth graders who congregate at the library after school. Together, the students are writing and publishing a newsletter about life at the library that includes news stories, a gossip column, a comic strip, and other information of interest to students.
- Students at Chestnut Junior High School in Springfield, Massachusetts, and nearby retirement home residents wrote about their childhood memories and then got together to compare their experiences and discuss the changes that have occurred over the years.

Elementary/Middle

- To combat illiteracy, Stocking Elementary School students who participate in the Rock and Read program in Grand Rapids, Michigan, write and illustrate books in the computer laboratory, then present the books to new mothers.

Students of all ages can also . . .

- record favorite children's stories or original stories on tape and donate the tapes to local day-care centers
- analyze the ways in which television commercials try to sell products to young people and then write a students' guide to advertising
- research important topics and write stories about them to convey information to peers or to the school community
- document the stages of a service-learning project, compile the information in a book, and donated copies of the book to the public library, the organizations involved, and others planning similar projects
- write poetry about service-learning experiences
- read for the blind or others with disabilities
- write essays or letters to editors, city officials, businesses, the President, etc., describing a need in their community and what should be done about it
- organize letter-writing campaigns on important issues
- organize book-collection drives and establish informal libraries in low-income neighborhoods
- record and interpret their service experiences through journals, reports, news stories, poems, stories, or essays
- write stories for younger students
- practice penmanship, language arts, and drawing skills by preparing and presenting messages of love and encouragement for hospital patients

Middle/High

- To help break down stereotypes they held of each other, eighth-graders in the rural community of Blue Earth, Minnesota, and students in urban St. Paul became pen pals.
- Eighth-grade language arts students at Kennedy Middle School in California studied the novel *December Stillness*, dealing with the themes of homelessness and war, and followed up by working with the V.A. Homelessness Domicile.
- Students participating in the Youth Leadership Program at Pyne Poynt Middle School researched, wrote, edited, and published a *Local Heroes* book on people who are making a positive difference in Camden, New Jersey.

Middle and high school students can also . . .

- put together a booklet listing local organizations that agree to involve students in meaningful service projects

- create and act out myths for peers, younger students, adult groups, or for hospitalized children. The collection of student myths and legends can be presented to a library or class.
- produce guides to parks, recreational areas, and other local attractions
- check books out of the library for members of their community who are not mobile enough to go themselves
- volunteer at the local library and lead story hours for young children
- help people with disabilities write letters and business correspondence
- arrange to receive and respond to letters from young children to Santa (Cairn & Kielsmeier, 1991)
- write essays about the implications of historical information learned from the elderly
- read to the blind through radio broadcasts (Parsons, 1991)
- work with local officials to make forms and other documents more attractive and readable
- produce newsletters or newspapers to distribute to the local community
- read works of literature with service applications, then write essays connecting the service experience to the literary treatment of the subject. Examples of appropriate books include *Flowers for Algernon* (mental retardation) or *Silent Spring* (environmental issues), and *Journey to the East*.
- publish a newsletter for the local food bank
- write brochures or announcements for community events or provide editorial support for the announcements
- write a regular column for the town or city paper
- test and expand their reading skills by tutoring younger children

<u>High</u>

- Seniors at Sequoia High School in California wrote a book on their service-learning experiences as a resource guide for future classes.
- In the Andover Bread Loaf Writing Workshop, students from Phillips Academy in Andover, Massachusetts, are trained to lead writing workshops in nearby elementary schools and community centers. Each workshop produces a book or magazine with writing from all participants.
- Students in a Limited English Proficiency class at Woodside High School in California visited with an Hispanic author of children's books, learned how to select and evaluate books for younger students, and then applied their knowledge by reading to elementary school students and writing a children's book.
- Students participating in the Chicago Alternative Schools Network Video Project wrote a manual about producing community video projects as well as a book to help Latinos earn jobs in the media.

2. Foreign Language

<u>Middle/High</u>

- Students in a Spanish class at Chestnut Junior High School in Springfield, Massachusetts, taught residents in a nearby retirement home Spanish so they could communicate with the Spanish employees.
- Students in a Spanish class at Gig Harbor (Washington) High School decorate the Centro Latino Community Center in Tacoma with cultural posters and pinatas and offer tutoring for Spanish-speaking children being mainstreamed into Tacoma classrooms.

Middle and high school students can also . . .

- use the "Welcome Wagon" theme and give a welcome basket of goods and information (in English and the student's native language) to new students for whom English is a second language. Welcome baskets for elementary school students could contain maps showing how to get from the classroom to the lunchroom and the playground, a "welcome to school" card, and names and pictures of the rest of the children in the grade. Older students' baskets could contain a school calendar and school rules in English and the student's native language.
- tutor English-speaking students in a foreign language
- translate a museum's signs into Spanish and lead tours for Latino children to help them become familiar with leading Spanish painters, their lives, and their works (Fenstermacher, 1990)
- provide translations of consumer information to people in the community who do not know English
- become pen pals with patients in a veteran's hospital who are fluent in other languages

- organize cultural fairs at or near the school with exhibits, arts, crafts, food, and entertainment
- translate government documents for local residents who cannot speak English

High

- Advanced Spanish students at Sequoia High School in California interview immigrants at the local community center about the immigrants' lives and then transcribe the stories and create books written in Spanish for each immigrant, based on his or her personal story.
- Advanced students in French and Spanish at Homewood (Alabama) High School tutor local elementary school students in those languages. The tutors design lesson plans using creative methods of instruction, get approval for the lesson plan from their language teacher, then lead the group of elementary students in the instructional activity.
- Students studying French at Jordan Middle School in California visit French-speaking residents of a convalescent hospital, where they improve their language skills as they learn about French culture and history for French and social studies classes.
- Students at Phillips Academy in Andover, Massachusetts, provide interpreter services to patients at a local health center.
- Phillips Academy students who speak Russian volunteer to assist and get to know Jewish immigrants from the former Soviet Union who have arrived in the U.S. under the federal Refugee Program. Other students at Phillips Academy provide tutoring for a group of Cambodian children who are trying to improve their English.
- Students from Riverside Union High School in Milwaukee, Wisconsin, created and performed for young children a play about the dangers of lead poisoning. The play was translated into Spanish for Spanish-speaking children.

High school students can also . . .

- offer a telephone-pal service to non-English-speaking adults to help them and to practice foreign language skills
- teach English to newly arrived refugees
- help new immigrants prepare for citizenship tests
- assist non-English speakers or low-income people with tax or other forms
- help immigrants to get various community services by providing information or serving as a translator for officials who do not speak the immigrants' language.
- help immigrants with tasks such as getting phones, learning to use mass transit, or filing immigration papers

3. Mathematics

Elementary/Middle/High

- Third- and fourth-graders at Mary O. Pottenger Elementary School in Springfield, Massachusetts, visited homeless shelters and then calculated quantities of food and other supplies that would be needed to prepare meals for the homeless.
- At Washington School in Mt. Vernon, Washington, students in mathematics classes made a quilt as part of a unit on measurement, then donated the quilt to a local charity.
- Students participating in Mississippi's A-Way With Waste program calculate the amount of aluminum discarded in their community and the income that might be derived from recycling.

Students of all ages can also . . .

- create a mathematics board game for younger children or share it with the school library or public library
- interview local business people about the ways they use mathematics in their daily work and publish the results in a booklet for other mathematics classes. Problems or cases could be included that would show practical applications for a range of mathematics concepts.
- raise and keep records of funds/expenditures for a local cause (of their choosing) such as replacing park equipment or increasing the number of library books
- tutor younger students in mathematics
- develop budgets and spreadsheets for their service activities
- inventory species of animals or measure and count trees and other plant life for the departments of agriculture, environmental affairs, or parks

Middle and high school students can . . .

- discuss with senior citizens how the cost of living has changed over the last two generations and calculate and graph price increases for specific items
- practice budgeting in simulation exercises that realistically reflect the financial plight of the poor
- prepare a mathematics lesson for their peers or younger children to help them learn about percentages, statistics, etc. Students present their lessons to the appropriate age groups.
- help city or town officials with bookkeeping or accounting
- measure materials for construction projects such as installing wheelchair ramps
- visit homes in poor neighborhoods and develop plans to make the homes more energy-efficient

High school students can . . .

- help senior citizens, poor people, or the disabled with home budgeting, shopping, and filling out forms
- help individuals set up and run personal bookkeeping systems
- work with a local food co-op to develop or enhance its accounting or bookkeeping system
- help charities and nonprofit groups with bookkeeping, conference planning and registration, and mailings
- perform statistical analysis for a service organization
- make graphs to depict activities for a government agency

4. Science

Elementary/Middle/High

- At-risk students enrolled in the GIFTS (Getting Involved For Today's Society) program at Marianna (Florida) High School are developing a curriculum unit in science and social studies on nearby Marianna Caverns. The GIFTS students will teach the unit, which includes a field trip to the caverns and a student-conducted tour, to students from Riverside Elementary School.
- Third- and fourth-graders at Pottenger Elementary School in Springfield, Massachusetts, prepared a menu of well-balanced meals to serve to the homeless.
- Nine- to fifteen-year-olds at Open School in St. Paul, Minnesota, reduced pollution in their city by organizing neighborhood clean-up days. They also held an "anti-odor" campaign to reduce industrial odors in their neighborhood and succeeded in getting the three companies responsible for the pollution to lower their emissions.

Students of all ages can also . . .

- build a model sand dune at the school, study the effects of erosion and soil loss over time, and then design and implement restoration projects using native vegetation planted on real sand dunes at the coast
- research problems such as the introduction of non-native species of plants and animals, evaluate the extent of the problem, generate possible solutions, and then conduct service projects to address the problems
- provide the local media with natural science lore through a regular news column
- serve as aides, helpers, and animal handlers at local nature centers or zoos
- adopt a zoo animal or species by sponsoring fund-raising recycling drives; use the money to enhance zoo facilities
- work with local humane societies, zoos, or nature centers to care for injured and healthy animals
- work with the local humane society to transport animals to hospitals, retirement homes, schools for educational and therapeutic purposes
- develop and maintain a school petting zoo
- after studying endangered species, build a birdhouse or animal habitat for an endangered animal and donate it to a wildlife refuge
- provide tutoring to younger students in science

Middle/High

- Middle school science students attending Sky City School in Acoma Pueblo, New Mexico, designed and developed mobile greenhouses.
- Biology students at Cleveland High School in Seattle, Washington, work with the Environmental Protection Agency to monitor toxins in aquatic life in Puget Sound. In addition to learning about marine life and sampling and measuring techniques, the students help educate the local community about safe eating habits.

- Biology students at Gig Harbor (Washington) High School visit elementary science classes to provide enrichment and support.
- Students at Waseca High School in St. Paul, Minnesota, studied weather systems and the damage they can cause and then held a clothing drive to help hurricane victims.
- Middle school students in Chicopee, Massachusetts, saved their town $119,500 in helping solve a sewage problem.

Middle and high school students can also . . .

- produce a videotape, book, play, or puppet show for younger students on the care of pets and other animals
- adopt a nearby lake, river, or stream for research and pollution testing. Students can determine the condition of the water and develop solutions such as trash pickups and public regulations for boat use and waste disposal and inform users of positive actions they can take.
- conduct research on the environmental effects of development and follow up with landscaping/restoration projects to restore native plant species in needed areas
- develop botanical guides to local flora and fauna or a field guide to local parks and make them available to the public
- use school telescopes to hold "astronomy tours" for people who are unable to visit a planetarium
- research local resource use and environmental issues and convey the information and recommendations to policymakers
- "adopt" a nearby day-care center and take the children on field trips to a science museum, a nature center, etc., with the older students escorting the young children and teaching them about the topic
- keep records of rainfall totals, including information about pollutants in the water and the effects on the environment, and report findings to the local community with recommendations for action

High

- Advanced biology students from Palo Alto (California) High School assist the city of Palo Alto in monitoring the effectiveness of a new fresh water pond in bringing back migratory birds and endangered species lost when a garbage dump was built nearby.
- As part of a science course on wildlife and habitats, seniors at Seattle Prep High School wrote stories on the life of selected animals for fifth-graders at nearby Bryant Elementary. The fifth-graders developed the stories, including character names, setting, and themes for the story. The stories had to be realistic and tell something about the biology of the animal.
- Physics students in Folsom, Pennsylvania, help families consider various options for making their homes more energy efficient.
- Science students at Sequoia High School in California study a service-oriented geology curriculum, then help families in their neighborhoods prepare for earthquakes.
- Physics students participating in the SerVermont program were asked to come up with a toy that children immobilized by a spinal disorder could use. They met with the children and designed a tray shaped like a boomerang mounted on free-moving wheels. Another physics class in the SerVermont program designed a hand-propelled go-kart for children with limited capabilities in their legs.

High school students can also . . .

- conduct energy audits
- work in a food co-op
- volunteer at hospitals

5. History

Elementary/Middle/High

- In the Sharing Our History project in Boston, students at Eliot Elementary School learned about Revolutionary War history and sites and then gave tours of several memorial sites to students from other elementary schools.
- Two fourth-grade classes at Schuylkill Elementary School in Phoenixville, Pennsylvania, worked with the local Kiwanis Club to take field trips to 15 historic landmarks in the town. The students researched the landmarks and interviewed longtime area residents on the town's history.
- In a California history class, in which one objective was learning about the gold rush, students interviewed residents of a nearby retirement home whose ancestors had come to California during the gold rush.
- Students at Greenwood Elementary School in Boston took part in the Americans for Freedom

project, in which they studied American history and then met with, interviewed, and performed for veterans at a V.A. hospital on Memorial Day.

Students of all ages can also . . .

- compare reminiscences told by the elderly with information from lectures, reading assignments, and class discussions
- provide tours of local sites or buildings with historic significance or research the histories of such sites

Middle/High

- A dozen schools in Philadelphia are working with nine historical societies to write a history of the northeast section of Philadelphia. The finished book will have chapters on different neighborhoods and will include photographs and interviews gathered by the students.
- Students at Kensington High School in Philadelphia have created the first community service history laboratory in the city, researching the history of industrial Kensington, collecting artifacts, writing reports, and interviewing senior citizens on their recollections of local history. As part of their project, students work with historians, curators, local business people, and Temple University educators.

Middle and high school students can also . . .

- conduct research on local property use or other community history for community planning projects
- interview elderly citizens about their lives and experiences, then compile a community history booklet. Such a booklet could be broad in scope or focus on specific historical events, such as natural disasters, the Second World War, the civil rights movement, the first mission to the moon, etc.
- develop walking tours in historical neighborhoods
- make presentations on historical events to peers or younger students; the presentations could take the form of reenactments, stories, plays, etc.
- study and then restore or renovate local historical or archaeological sites such as farms, homes, village sites, etc.

PROGRAM PROFILE

Cannery Museum
St. Cloud, Florida

A small town near Orlando, Florida, St. Cloud has undergone rapid population growth. To preserve some of the local culture, students from Michigan Avenue Elementary School researched area history and chose a nearby depression-era food cannery as a site for reclamation and conversion to a museum. Over three years, at-risk elementary and middle school children replaced floors and windows, painted the building, and restored the structure for use as a museum.

The Cannery Museum, which features a hands-on exhibition of Florida culture, a garden, and a reconstructed Florida pioneer village, contains a classroom where students can do their homework and participate in activities. A weaving class uses a 100-year-old loom, and adult volunteers teach woodworking, whip-making, needlework, clogging, pottery, and quilt-making. Classes at Michigan Elementary visit the museum during their study of Florida history.

Older students publish the *Cracker Chronicles* magazine, which contains photographs and stories by students, and serve as costumed museum guides during the annual Cracker Frolic, a festival commemorating Florida pioneer life. The Frolic features a wild hog barbecue and swamp cabbage dinner, staples of the pioneer diet that students help prepare. Future plans are to expand the *Cracker Chronicles* and add exhibits to the museum to recognize Hispanic and African-American contributions to Florida history.

The Cannery Museum has been chosen as the host institute of Sunfire, the Florida affiliate of the Foxfire program, one of 14 such affiliates in the nation. The museum has also been awarded a Disney Community Service Award and an enhancement grant from the state of Florida.

For more information, contact
Mary Lee Powell
Teacher, Executive Director
901 Virginia Avenue
St. Cloud, FL 34769
(407) 957-2774, 892-5184

Source: Watkins & Wilkes, 1993.

6. Social Studies

Elementary/Middle/High

- As part of the social studies curriculum, eighth-graders at W.K. Sullivan Elementary School completed an eight-week unit on the rights and responsibilities of juveniles, then prepared instructional units to present to select students in grades four-seven. They also prepared activity booklets for grades one-three and conducted those activities with the younger children.

Students of all ages can also . . .

- become pen pals with students from former communist countries, many of whom understand English
- survey youth about their needs and opinions and convey this information to policymakers
- after reading about and discussing current events, prepare friendship boxes for children in disaster areas around the world (the students can consult the local Red Cross about appropriate items to include in the boxes)
- research the needs of people in oppressed areas around the world and collect items to send such as clothing, personal items, and medical supplies
- teach their peers about the dangers of substance abuse and about other issues
- develop plans for reducing hunger in their community

Middle/High

- Students at Chestnut Junior High School in Springfield, Massachusetts, produced a videotape about their neighborhood. To develop the videotape, they studied various immigrant groups who moved to the area around the school, learned interviewing skills, constructed oral histories with the long-time residents, and studied urban renewal.
- In a class studying world hunger, one student organized a concert at the school and raised $3,000 for Cambodian relief. The student later received a letter from a Cambodian orphanage indicating that she had saved over 200 children from starvation.
- Students in a social studies class in Blue Earth, Minnesota, were instructed to identify a community need that they could address related to their studies. The students noted that a welcome station on the edge of town

PROGRAM PROFILE

Children's CARE Network Westwood Charter Elementary School, Los Angeles

Students in a combination fourth/fifth-grade class at Westwood Charter Elementary School in California are working to reduce hunger by sharing ideas and information with their peers in six other states. In their project, the Children's CARE (Caring And Respecting Everyone) Network, social studies students in Los Angeles communicate by modem, mail, and fax with students in partner schools.

Teachers at the various schools collaborate to develop related projects, and the students are able to share with their peers information and insights on issues like homelessness and hunger from their local perspective. Students at several schools are working on projects in their communities to reduce hunger, and the students send questions and comments to each other about the progress of their efforts.

For more information or to join in the project, contact
Sarah Boulton
Westwood Charter Elementary School
2050 Selby
Los Angeles, CA 90025
(310) 474-7788

was unsightly and reflected poorly on the town to everyone who drove through. By working with the city, county, and finally the state, the students learned first-hand the layers of rules and regulations involved in such a project. Eventually, their appeal to the state government led to having the site improved.

- Ninth graders at West Junior High School in Ponca City, Oklahoma, almost single-handedly developed, wrote, and lobbied for passage of a bill giving high school credit for community service and encouraging the integration of service learning into schools and communities. With minimal direction from one teacher, students needed only a single session of the state legislature to pass the Oklahoma Youth Community Service Act. Students involved in the community service bill received a commendation from the legislature, and the governor declared August 10, 1992 as West Junior High Youth Community Service Recognition Day.

Middle and high school students can also . . .

- track and publish the voting record of local officials
- volunteer to work for political candidates of their choice
- sponsor debates between candidates for local elections
- research statistics cited by candidates for office
- study issues and educate the public about them from a non-partisan perspective
- work with local institutions to help solve problems such as graffiti, shoplifting, drug use, etc.
- serve as conflict mediators in their school and community
- learn about homelessness by volunteering in a soup kitchen
- write foreign governments to ask for improved treatment of prisoners
- research current events and present the information to younger students
- produce maps and guides for local parks, libraries, and organizations

<u>High</u>

- Students in a Washington, D.C., high school civics class helped a local immigrant study for—and pass—his citizenship exam.
- As part of a social studies course, students at Northport (New York) High School organized a conference on drunk driving for area high schools. The conference featured a skit students prepared to discourage drunk driving that was followed by a question-and-answer session.
- The Osceola (Florida) Teen Court is a unique dual-plank service-learning youthful offender sentencing program in which all participants (offenders as well as court "officers," "lawyers," and "clerks"—everyone except the presiding judge) are teenagers. Each year, student volunteers take on the roles of defense and prosecuting attorneys, bailiffs, jurors, and clerks. Ninth-twelfth graders in the program serve for one school year and agree to abide by the law and respect the oath of lawyer-client confidentiality. Members of the Osceola County Bar Association design and conduct specialized training for the volunteers. For their efforts, student volunteers receive specialized instruction on the legal system and earn half a high school class credit (contingent upon the completion of a minimum of 60 hours service with Teen Court). Instead of fines paid by parents or guardians, offenders accept direct responsibility for their behavior through community service. The Teen Court program has helped reduce the burden on the juvenile court system; the rate of recidivism among the defendants was less than 4 percent.
- Conant High School in Illinois offers a social studies course that requires students to either volunteer in a community agency or write a research paper.
- Project Trust is a voluntary non-profit organization designed to develop the responsibility and self-reliance of youth ages 17-19 through volunteer work in Third World countries. Participants work as teachers' aides and assist in the care of children, including children with developmental disabilities.
- Project ACT (Active Citizenship Today) of the Jackson (Mississippi) Public School System is a social studies-based service-learning project designed to educate young people in civic responsibility and participatory citizenship. Students research area needs, discuss problems they observe, brainstorm solutions in class, and then design service activities to address the problems. In the project, high school students present drug prevention programs to younger students and volunteer as mentors for Chapter One elementary school children. Students also organize Family Day activities at a local park; volunteer in nursing homes, rehabilitation centers, and voter's registration drives; and work in local campaign offices. Students are

voting members of the district advisory board of ACT, which is associated with the local United Way. Initially offered in high schools, ACT is now being implemented at middle schools as well.

- As part of their government class, seniors at West Ottawa High School in Holland, Michigan, worked with community and school agencies to start a breakfast program at an elementary school that draws from the lowest socioeconomic area of the district.

High school students can also . . .

- help register voters or provide them transportation to polling places
- organize, with the help of the League of Women Voters, voter registration of all 18-year-olds at their school
- help staff a day-care center near polling places

7. Art

Elementary/Middle/High

- West Philadelphia High School students built a playhouse for the schools adjacent Head Start Center.
- Students at Maplewood (Minnesota) Middle School studied the concept of sculpture gardens, then created sculptures and donated them to a local garden.
- Special needs elementary students in Los Angeles, California, painted a handicapped parking space in the school lot.
- Webster Elementary students in Maplewood, Minnesota, created original ceramic items that they marketed and sold to the public. Profits were donated to a local charity.
- Third- and fourth-graders at Hebron Elementary School in Evansville, Indiana, designed notepads, rubber stamps, bumper stickers, and t-shirts with environmental messages to sell in order to raise funds to purchase trees for planting.
- A high school and elementary school participating in the Project Service Leadership program in California joined together to create a community mural.
- Students at Carver Elementary in Maplewood, Minnesota, created an artistic and audio display of various cultures represented in their local area.

Students of all ages can also . . .

- make pottery with peers who have disabilities
- paint over a graffiti-covered wall; older students can work with younger students on this project. Urge local artists to support this effort by working with the students and giving on-site lessons in form, composition, color, etc., as well as serving as role models.
- design and paint public murals around community themes
- make table decorations for a shelter such as placemats or flower centerpieces to cheer the hungry and homeless
- provide artwork to beautify local hospitals, community centers, and retirement homes
- design playgrounds, parks, or gardens
- create artwork such as paintings or sculptures to present to homebound, hospitalized, or institutionalized senior citizens, the physically handicapped, or others
- decorate the school or public library with banners and works of art
- make decorations for holiday parties for younger students and children attending day care
- create art for display in public galleries or at craft shows
- design posters for non-profit organizations or for public information
- use collaborative art projects to facilitate service learning among groups of different ages or cultures
- make Halloween masks and costumes for preschoolers, decorate pumpkins with paint, and donate the pumpkins to a nursing home

Middle/High

- Sponsored by ARTS, Inc., secondary students in New York City conduct folklife research by mapping neighborhoods, interviewing shopkeepers, drawing interiors of buildings, inventorying produce at local markets, and collecting artifacts and curios from the neighborhood. In one project, entitled "Waves: People and Culture on the Lower East Side," students compared Hispanic and Chinese household altars and methods of cooking. Over 75,000 people viewed the Waves exhibits in New York, and a selection from the exhibits was shown at the Smithsonian Festival of American Folklife in Washington, D.C.

Middle and high school students can also . . .

- sponsor after-school art programs for latch-key children
- photograph children from poor or homeless families and make albums to give to the children's parents
- make holiday crafts to fill homeless children's Christmas stockings
- teach art to younger children or to adults

8. Physical Education/Health

> I enjoy doing it. People really appreciate your coming. You can tell that they are happy you are there—that's a good feeling. A lot of patients we only see once, but they don't get many visitors and you can tell that they're glad to see us.
>
> Candy Striper
> Andover High School
> Andover, Maine

Elementary/Middle/High

- In the Atlanta APPLE Corps Learning to Serve—Serving to Learn program, students enrolled in Advanced Health Concepts mentor at-risk children from two local elementary schools on health issues such as pregnancy. At Chattahoochee High School, a health teacher developed a smoking cessation class for his students. The students created a smoking awareness survey for the school and prepared a statistical analysis with a mathematics class. Health students then produced a videotape on smoking and presented it to the school, with a follow-up survey that measured an increased awareness on the part of students. Future plans are to involve the Georgia lieutenant governor in the program and present the videotape at other area schools.
- In the First Aid from the First Grade project in Evansville, Indiana, each first grader assembled a basic first aid kit and delivered it to a neighborhood home.
- Students at Phillips Academy in Andover, Massachusetts, serve as coaches and activity leaders at the local Boy's Club and Girl's Club.
- The Girl Scout Serve-America In-School Project in rural Covington and Greene counties in Mississippi allows Girl Scouts to become involved in service projects designed to build leadership, citizenship, teamwork, and decision-making skills. In a pet therapy project, the students are trained to work with dogs and meet the needs of the elderly and sick children who will be receiving the therapy. They then accompany the dogs during their interaction with the nursing home and hospital patients.
- Also as part of the Girl Scout Serve-America In-School Project, students provided telephone numbers and researched local medical information (including first aid skills and how to handle a medical emergency), then designed, produced, and distributed medical emergency telephone cards to local businesses and residents in an area that lacked a 911 emergency telephone system. The students also collected material for first-aid kits and distributed them to area churches.
- The Handy Hearts Corps at the Western Carolina Center in Morganton, North Carolina, pairs teenagers with adolescents and adults with developmental disabilities to provide such services as patient care, pet care, and companionship for nursing home residents.

Students of all ages can also . . .

- participate in Special Olympics programs
- help organize walk-, run-, and bike-a-thons to raise money for community needs
- invite handicapped children and young adults to participate in physical education classes
- after studying mental health problems, raise funds to support a local community mental health organization
- participate in disaster relief efforts or blood drives

Middle/High

- Youthful fitness instructors led summer exercise classes at nearly 100 senior centers in New York City. The non-profit association Sports for the People trained the youth for two weeks in gerontology, first aid, exercise, nutrition, and the sociology of aging. The eight-week program culminated in Senior Sportsfest, a day-long intergenerational sporting event featuring exercising, dancing, roller-skating routines, and a track meet.
- Seventh-graders at Jones Middle School in Upper Arlington, Ohio, partnered with a local

PROGRAM PROFILE

VISION (Volunteers In Service In Our Nation)
Riverside High School, Greer, South Carolina

The VISION class at Riverside High School in Greer, South Carolina, offers students positive alternatives to at-risk behavior through service-learning activities. Students in the VISION class meet after school to further discuss topics such as teen pregnancy, HIV/AIDS, safety, and literacy raised during regular classroom discussions of social concerns. They research and identify community problems relating to health, environmental, and other needs and develop projects to address those needs in cooperation with community organizations such as the Salvation Army, the South Carolina School for the Deaf and Blind, and the United Way.

For example, after discussing the problem of homelessness, students in a psychology class invited counselors to speak during the VISION discussion. Afterward, the students volunteered at a shelter for the homeless. Students enrolled in health class might discuss HIV/AIDS during class, hear a presentation by a guest speaker in the VISION class, and volunteer at the local health clinic.

VISION students have made presentations before elementary and middle school students as well as teachers taking graduate education courses in substance abuse prevention at nearby Furman University. Student-written skits on the homeless, drug prevention, pregnancy, and violence have been collected by the South Carolina Department of Alcohol and Other Drug Abuse Services for publication in a book that will be available for schools to use in their own projects. VISION students and their teacher also serve on the Board of Volunteer Greenville.

Funding for VISION came from a Serve-America grant and a Youth Initiative grant from the South Carolina Department of Alcohol and Other Drug Abuse Services. Additional funds, materials, and services have been provided by students, parents, businesses, and the local school district.

For more information, contact
Becky Grogan Griffeth
Riverside High School
1300 S. Suber Road
Greer, SC 29650
(803) 848-2323

Source: Watkins & Wilkes, 1993.

hospital to learn about organ donation and transplantation and then educated elementary school students on what they had learned.
- Students in Arizona put on an AIDS Awareness Fair for their peers and community
- Students participating in the Chicago Alternative Schools Network Video Project organized multicultural games and sporting events. For example, recent immigrants and long-time residents taught each other their favorite games.
- Students at Chaska (Minnesota) Middle School taught recreational skills such as ice-skating, swimming, and bowling to mentally handicapped students.

Middle and high school students can also . . .
- organize recreational after-school programs for younger children
- develop and then distribute to clinics educational materials on good dietary habits for pregnant women
- design and construct exercise trails and provide security for them
- coach younger students in a range of sports
- invite senior citizens to participate in aquasize, figure skating, shuffleboard, archery, ping pong, croquet, and other activities
- help with blood drives
- operate a recreation program for elementary school latch-key students
- buddy once or twice weekly at the school's pool with a senior citizen or Special Olympics candidate
- study first-aid techniques and then demonstrate them to younger students
- study the prevalence of preventable diseases in their community and gather information on the needs of children for vaccinations
- study the nutritional needs and eating habits of people in low-income communities and make suggestions for low-cost nutritional food supplements or diet changes
- study and then teach basic home emergency skills to young latch-key children

<u>High</u>
- Sixty high schoolers at New York City's Dewitt Clinton High School provide health screening and information to their peers and in their communities. The students run a screening clinic at the high school, checking for venereal disease symptoms, testing blood pressure and urine, measuring height and weight, taking temperatures, and doing dental screening. They also provide training in venereal disease prevention and cures and information to community members at a variety of sites.
- Students at Harrison High School in Evansville, Indiana, organized a 5K race to raise funds for the Special Olympics.
- Physical Education students at Grant High School in Los Angeles organize and lead aerobics classes for the elderly.
- Students at Phillips Academy in Andover, Massachusetts, work with mentally and physically handicapped youth (ages 4-25) as part of their physical education class.
- Performances at the Hippodrome Improvisational Teen Theatre in Gainesville, Florida, focus on at-risk behavior of the target audience of eighth- and ninth-grade students. Skits, monologues, songs, poetry, and dance address topics such as experimentation with alcohol, drugs, or sex.

High school students can also . . .
- assist crime or accident victims with their recovery
- volunteer with lung cancer patients at the local hospital as the service portion of an after-school class on quitting smoking
- serve as members of a volunteer ambulance crew
- travel with and assist firefighters
- organize games and physical education lessons for elementary school students
- compare the use of medication for youth and the elderly
- set up sports clinics
- invite residents of shelters to participate in gymnastics, swimming, dancing, tennis, golf, and other activities

9. Business/Economics

> Reading and writing about citizenship were never enough to make intelligent citizens. Haven't we always needed to fuse book-learning with practical experience?
>
> Cynthia Parsons
> *Service Learning from A to Z*, 1991

Elementary/Middle/High

- Young students studying banking at Ravenswood New School in California have established a school store to raise money for classroom purchases.
- A group of fourth graders at Independent Day School in Tampa, Florida, established a cooking business in which they produced over 500 chocolate and strawberry pops and sold them at a profit of $300. Funds from the project were donated to a local shelter for abused women and their children.

Students of all ages can also . . .

- conduct comparison studies of food prices at various stores and publish the information in a weekly or monthly newsletter for local residents
- create a bank or credit union at the school
- create a school-wide post office
- create a school store of products made or donated by students; proceeds from store sales can fund local needs or service projects
- teach the basics of private enterprise to younger students
- start a business in class—develop a product, sell stock, start production, and market the product.

Middle/High

- Students participating in the Hippodrome Improvisational Teen Theatre in Gainesville, Florida, are given instruction in producing, scheduling, and marketing the student-written productions; developing press releases; and contacting local organizations to arrange performances.

Middle and high school students can also . . .

- research the economic history and impact of a local industry and present the results to the industry
- conduct market surveys for local businesses or nonprofit organizations and make recommendations for greater efficiency
- contact neighboring communities to link resources and needs in order to have a greater service impact

High

- Special education students at Mon Valley Secondary School in Clairton, Pennsylvania, bid on and were awarded the contract for constructing a railing and retaining wall behind their school. The students completed the job on schedule and for less than the original cost estimate.
- A coalition of over 700 students throughout Michigan administers $33 million in grants to local programs. Working with funds granted to the Michigan Community Foundation by the Kellogg and Mott Foundations, students receive training in assessing community needs, seeking outside contributions, writing and evaluating grants, reviewing annual reports, and conducting site visits. Based on National Youth Leadership Council models and supported by Council staff, the program was developed to train students in philanthropy and involve them in meeting needs in Michigan.
- The REAL (Rural Entrepreneurship through Action Learning) Enterprise program in Swainsboro, Georgia, responds to community and educational needs by encouraging entrepreneurial students to research and develop their own businesses. Based in Athens, Georgia, REAL is active in 14 states and trains teachers and students in business practices they can use to identify and respond to the economic needs of their community and establish enterprises that draw on local resources to succeed.
- In the Madison Park High School Entrepreneurship project in Boston, students learned about how to start their own business, are given seed money to establish a business, establish their own small businesses, and then share their knowledge and experiences with third graders at a nearby elementary school.

High school students can also . . .

- intern with the local United Way or other charitable organizations
- work with local residents to organize a quantity-buying club in low-income areas. The students can take orders for food and clothing and buy them in bulk at reduced prices
- conduct research related to economic development planning
- create and run a food co-op

PROGRAM PROFILE

Youth Engaged in Service (YES!)

YES! is a community-based program for high school-aged youth. Participants brainstorm the problems in their community, come to a consensus on the issue they want to work on for a year, investigate the non-profit agencies addressing the problem, and then select one to support. The teens are then challenged by a matching grant to raise at least $1,000 for their chosen non-profit agency. Through their entrepreneurship, they develop skills with lifelong value in planning, problem solving, and working together, as well as marketing, accounting, etc. The teens also get involved in direct volunteer service to their chosen agency. In high schools, YES! works either as the core of a service-learning course or as an extracurricular activity. YES! also provides materials for groups interested in service-learning programs.

For more information, contact
Youth Engaged in Service!
6301 Ridge Drive
Bethesda, MD 20816
(301) 320-3211

10. Technology/Media

Elementary/Middle/High

- At Whitehorse Elementary School in Jacksonville, Florida, students are producing videotapes on safety to be televised on local television stations. The students write, direct, and star in the productions, which depict crime reenactments. The videotapes present the message that kids can be victims of crime and that they can report crimes to the authorities as well.
- Sixth graders at Jackson School in Selma, California, have their own radio program that deals with environmental issues.
- Students at Felida Elementary in Vancouver, Washington, have established a computer network with a nearby retirement center. Participants at either end exchange information and share their interests with each other via modem. Tied directly to the students' curricular objectives of improved writing and computer skills, the exchange goes both ways. Students write stories for their partners to read, while the retirees, many of whom are former teachers, nurses, and engineers, provide a wealth of experience and knowledge of history to the students. Students have scanned their pictures into the computer and established an information file on themselves that the older partners can access to learn more about their young friends.
- Computer-literate Peer Helpers in the Moore County, North Carolina, school system's Computer Tutor program use laptop computers at school and at home to help at-risk students keep up with technology.
- Students at Diedricksen Elementary school in Sparks, Nevada, devise energy-saving tips that are televised nightly on a local station.

Students of all ages can also . . .

- tutor younger students on computer use
- tutor adults on computer use
- produce and star in instructional television shows
- create and broadcast instructional radio shows
- produce public service announcements for a variety of media

Middle/High

- At McFadden Intermediate School in Santa Ana, California, students produced a computer-based interactive history of their town. Students used video cameras, scanners, and computers to record interviews, conduct research, and produce their book. Local businesses contributed $100,000 in services and equipment.
- Students at Edgewater (Florida) High School communicate via computer with Native American Students in Pine Ridge, South Dakota. The students developed "hypercard biographies of themselves that they shared and also conducted studies of each other's culture that are compiled onto videotape and CD-ROM.
- Over 100 students participating in a Chicago school program explore the needs and issues in their communities and document its cultural life. The students attend video training classes, then develop, produce, and distribute videotapes on youth and youth-related issues. The students have also written a manual on community video projects.

- Computer tutors from three high schools in Moore County, North Carolina, provide remedial academic assistance to at-risk elementary students two afternoons a week.
- Teachers in Ortonville, Minnesota, showed students how to use the schools' computers to help their parents run their farms more efficiently.
- Language arts, living arts, guidance, and resource teachers at a Vermont junior high school worked with students to produce a computer-generated booklet entitled, *If You're in Trouble, We're Here to Help*. It lists agencies available to help county youth who are runaways, are first offenders, or have family problems.
- Students at Waseca High School in St. Paul, Minnesota, developed a new student orientation videotape with general information about the school, student clubs, and extra-curricular activities.
- Students at McGary Middle School in Evansville, Indiana, made a videotape with advice on getting ready for high school.

Middle and high school students can also . . .

- teach senior citizens how to use desktop publishing software to publish a newsletter
- enter data into a computer business system for nonprofit organizations
- help disabled people use computers

High

- At Pojoaque High School in Santa Fe, New Mexico, students use desktop publishing to produce a community-based newsletter, brochures, flyers, and business cards for organizations in the local community. They also produced a daily news bulletin for the 1994 National Service-Learning Conference.
- Students involved in Lakeland High School's Communication Center in Minoequa, Wisconsin, provide high-quality offset printing to over 300 local non-profit agencies. The program is funded through Tech-Prep.
- Students in a computer keyboarding class in Issaquah School District, Issaquah, Washington, produce newsletters for a nursing home.
- When the Cocoon House, a shelter for homeless teens, opened in Everett, Washington, members of the volunteer committee from nearby Mariner High School wrote and produced a videotape on the shelter to be used by school counselors and community workers. A local cable company provided film, equipment, and training, and the videotape (used to inform needy children that the shelter was available and safe for them) has been distributed to local agencies and schools.

High schools students can also . . .

- design computer programs for use by local organizations, farmers, teachers, and school administrators
- develop learning programs and computer games for use by children who are handicapped or learning disabled
- develop software that provides lists of volunteer opportunities based on students' interests, preferred location(s), schedules, and transportation needs

11. Music and Drama

Music:

Elementary/Middle/High

- In the Helping Us Grow Through Service and Smiles (H.U.G.S.S.) program at Challenger Middle School (Colorado Springs, Colorado), the chorus teacher established a student exchange with the Colorado State Deaf and Blind School. Seventh-grade deaf students taught the Challenger Middle School chorus sign language to the song "Love in Many Languages."

Students of all ages can also . . .

- sing with a group of senior citizens
- compose a school song if the school does not already have one or compose a school "rap"
- visit nursing homes or hospitals, ask the residents what songs they like, learn the songs in music classes, and then return to perform the music for the residents
- teach songs to young children
- raise funds to purchase musical instruments or pay for music lessons for poor children

Middle and high school students can . . .

- form a community orchestra or band, with students and community members taking part
- work with community members to write jingles or theme songs for local organizations
- teach songs to children in a summer lunch program
- study music from each decade of the 20th

century and share and discuss it with the elderly; the music can be mixed out of order, and the two groups can play a game in which they try to guess from which decade the music comes
- provide free music lessons and tutoring to younger students and to poor students who cannot afford them
- organize and arrange local community fairs with youth and adult musicians
- serve as an aide to an elementary or junior high school music teacher
- participate in after-school programs to teach children with developmental disabilities to play musical instruments (Gish, 1990)

Drama:

Elementary/Middle/High

- Students at Bellview Middle School in Escambia County, Florida, performed puppet shows for younger children on mental illness and other health issues.
- At Clay Elementary School in Chicago, a number of special education students, other students, and senior citizens collaborated to adapt and perform a play about a sister and her disabled brother who ultimately triumphs as a runner. The play was performed at several schools, and senior citizens were also invited.

Students of all ages can also . . .

- produce skits dramatizing their service experiences as a form of reflection or for other students as an introduction to service activities
- perform music, theater, dance, or puppetry for young people, ideally with audience interaction.

Middle/High

- Eighth graders at Selkirk Junior/Senior High School in Ione, Washington, wrote, produced, and performed a "living history" play for a new local museum on rural schools in America.
- Students in the Hippodrome Improvisational Teen Theatre project in Gainesville, Florida, receive training from theater specialists from the Hippodrome State Theatre in the creation, scripting, and rehearsal of scenarios developed in conjunction with the social skills curriculum of a nearby school.
- In addition to helping latch-key children complete their homework, learn new games, and participate in gymnastics, eighth-grade Latch-key Helpers participating in Phoenix, Arizona's,

PROGRAM PROFILE

Civic Responsibility Pickens High School, South Carolina

The Civic Responsibility class at Pickens (South Carolina) High School is a student-run class consisting of "family groups"—students who work collectively on service activities. As a team, the students research a community need, decide on a response, plan a project, then implement their plan with the help of a teacher. The students also receive training in the problem area they are addressing. For a program highlighting the problems of the elderly, for instance, a school custodian who was taking care of her mother stricken with Alzheimer's disease gave the volunteers insight to the problems of caring for the elderly and the ill. After studying the problems of the aging and spending time with nursing home patients, students in the class wrote and published a book for children on aging. Before the drug abuse prevention troupe prepares a skit, they receive instruction from a specialist at a local drug abuse prevention organization.

The focus of the Civic Responsibility class is primarily on younger children. To help abused children, participants have sponsored a camp in conjunction with the local Rape Crisis Council, where volunteers produce and perform skits on abuse awareness. Other topics addressed through skits include animal rights, pet care, AIDS/HIV awareness, and environmental concerns.

Civic Responsibility has been awarded the Palmetto Pride Award as an outstanding community service project in South Carolina.

For more information, contact
Kathy Newman
Pickens County Schools
111 Blue Flame Drive
Pickens, SC 29671
(803) 878-8730

Source: Watkins & Wilkes, 1993.

Early Adolescent Helper Program lead the younger children in theatrical activities.

Middle and high school students can also . . .

- open dress rehearsals for performances to the elderly or handicapped
- plan and present a performance at a multicultural fair
- write plays focusing on current events or community issues and then facilitate discussion on these topics
- put on vaudeville shows for the elderly
- use theater exercises and games to help peers develop communication and listening skills

High

- Each of the high school students participating in the Early Adolescent Helper Program in New York City shares a role from *The Sound of Music* with the residents of the Jewish Home and Hospital of the Aged.
- English Literature students at Radford University in southwestern Virginia helped local high school students prepare and present a modern-day rendition of portions of Chaucer's *Canterbury Tales*. The high school students studied the stories, adapted the lines to modern language, and performed for other students at a nearby alternative high school and for a local nursing home.
- In a summer program, Hillsborough County (Florida) students from four high schools met with one faculty member from each school to create and perform a play for the community. The students chose the subject of the play, then wrote the script and songs, designed and made all the costumes, built the sets, and performed the play for audiences of underprivileged children who were bused to the high school auditorium. Many of the children had never seen a live performance before.
- Students at Harrison High School in Evansville, Indiana, produced a dinner theatre for homeless families at a local church. Students also provided on-site babysitting for younger family members.

High school students can also . . .

- teach performing arts to younger children, people with disabilities, or others
- include learning-disabled students, or other students with disabilities, in performances
- compose one-act plays in which a senior citizen and a student act together by reversing roles as a strategy for intergenerational understanding

12. Home Economics/ Child Development

> Every time I sit down to eat, I think about the people who don't have any—that's what keeps me coming back to service.
>
> Comment by student whose service-learning project involved feeding the hungry

Elementary/Middle/High

- As part of the APPLE Corps Learning to Serve—Serving to Learn program in Atlanta, Georgia, Inman Middle School cafeteria manager Elizabeth White turned her afternoon cooking class for at-risk students into a service project. Students chose the elderly residents of a nearby high-rise for donations of food they cooked in class and established friendships with several of the elderly people.
- With the help of community volunteers and donated materials, a class at Sabal Palm Elementary School in Tallahassee, Florida, made 34 quilts.
- Seventh- and eighth-graders in an environmental science class at Maplewood Middle School in St. Paul, Minnesota, designed and planted an herb garden in partnership with senior citizens. In a cooperative Home Economics course, the students use the herbs in recipes and household items that they then share with local shelters.

Students of all ages can also . . .

- make recipes for specific meals and give the information and necessary ingredients to young mothers
- create an illustrated cookbook for peers: *Nutritious Snacks You Don't Have to Cook!* Students hold a food drive asking each class to bring ingredients for recipes in the cookbook to be delivered to local distribution agencies or to low-income day-care centers. Extra copies can be donated to the public library.
- offer Fun-Snacks-You-Don't-Cook workshops in after-school programs

- collect and repair clothing and household goods and send them to areas in need of disaster relief
- make dolls or stuffed animals and donate them to Toys for Tots or Santa Anonymous
- prepare birthday cakes for the elderly and those living in nursing homes

Middle/High

- Sky City students in Grand Rapids, Michigan, who have physical or intellectual disabilities develop communication, socialization, and computational skills by filling grocery orders.

Middle and high school students can also . . .

- cook meals at soup kitchens or shelters
- work with residents in public shelters or other institutions to redesign, renovate, or repair living spaces
- develop sewing skills by sewing baby clothes, blankets, or quilts and donating them to the needy
- sew fabric "Save the Earth" lunch or grocery bags
- use their classroom knowledge of nutrition and food preparation to make sure that at-risk or latch-key elementary school children receive nutritious food before and after school. Before school, the volunteers could prepare simple breakfasts for the elementary school children, and after school could provide fruit for snacks.
- hold sewing or quilting bees with elderly residents and donate the final product to the needy
- provide baby-sitting during parent conferences or PTA meetings
- make clothing for the poor, including Halloween outfits to give to poor children
- prepare and deliver meals to shut-ins, the elderly, or the disabled
- volunteer in local child-care centers and lobby for improved day care

High

- In a unique application of Florida's Pre-Kindergarten Early Intervention Program, over 300 four- and five-year-olds have their preschool classes at several Seminole County high schools instead of at elementary schools or private centers. Students considering careers involving children sign up for courses that include volunteering in the pre-K classes.
- Students in a Brooks County, Minnesota, high school conducted a needs assessment of their county and determined that day care was a major need. The students and their teacher established a day-care center that still operates.
- Students at Phillips Academy in Andover, Massachusetts, provide services at the local day-care center.
- A group of students studying child care at Grant High School in Los Angeles provide tutoring at a local elementary school.

High school students can also . . .

- act as recreation leaders or teacher aides at local day-care centers
- run a day-care center for neighborhood preschoolers
- assist the staff at battered women's shelters and emergency shelters
- buy groceries for home-bound senior citizens
- serve as consumer watchdogs, helping resolve consumer-merchant disputes
- volunteer at Head Start programs

13. Vocational/Technical Education

Students of all ages can . . .

- repair library books
- plant gardens on empty lots near the school
- design and construct school playgrounds
- make and distribute bookmarks
- design, plan, and build a wheelchair-accessible nature trail at their school
- work with the city council or chamber of commerce to plan, design, and implement a beautification project such as planting trees and flowers or creating a community garden

Middle/High

- After learning about architecture and the history of their city, 500 students in Brocton, Massachusetts, constructed a scaled model of Brocton complete with buildings, roads, trees, and people.
- The National Indian Youth Leadership Project has sponsored many service-learning projects with students, including helping the Pueblo of Picuris in New Mexico rebuild a 250-year-old adobe church. Students made adobe bricks by hand and transported approximately 3,000 bricks to the church site.
- At Holloman Middle School in Alamogordo, New Mexico, students work after school to modify toys for handicapped children who have difficulty reaching, grasping, or turning on the toys.

- To assist the fire department, students in Chestnut Ridge School District in Pennsylvania installed emergency road signs and plotted emergency phone numbers for homes and businesses.
- Eight thirteen-year-old students at Open School in St. Paul, Minnesota, assisted by a teacher and a University of Minnesota architecture student, improved their school yard by designing and building a new playground that included sand piles, railroad-tie climbing structures, concrete tube crawl-space, and tire swings. With help from an architectural student volunteer, they measured and drew a map of the area and later created a scale model of the new playground to share with others.
- A horticulture class in Philadelphia operates a nursery for the city.
- Students at W.R. Thomas Junior High School in Miami, Florida, assisted by police officers and an industrial arts teacher, designed and crafted puzzles, trains, dolls, and game boards at the school wood shop to distribute to patients at Miami Children's Hospital.

Middle and high school students can also . . .

- participate in local programs to build low-income housing
- design machines and other devices to help people with injuries, arthritis, or rheumatism to open cans of food or medicine containers
- learn construction and geometry skills by building planters for seniors living in apartments
- study rooftop gardens and design them for the school or a nearby building. The food raised in the garden(s) can be given to people in need
- design and landscape parks and gardens after studying native plant species
- develop walking, cycling, skiing, jogging, running, and/or natural science trails

High

- A technical class in the SerVermont program studying audio devices designed an audio stimuli machine geared to test responses of autistic children.
- Industrial arts students in a Washington, D.C., high school worked with a local hospital to design and build a wheelchair for an 18-month-old handicapped child.
- Project H.E.L.P. in Okeechobee, Florida, uses the skills of an Okeechobee High School vocational education class in carpentry to bring homes of indigent elderly up to building codes. Under the guidance of their teacher, a certified electrical engineer, students plan and prioritize projects, assign duties, conduct repairs, and inspect and critique repairs as a group.
- Students at Southwest Open High School in Cortez, Colorado, use bicycle repair as a means of building cross-cultural bridges among students.
- Students at Bronx Regional High School in New York work with a local community organization to restore a nearby building that will provide housing for homeless families, including some of the school's students.
- In the Living Trust project at Roosevelt Vocational School in Lake Wales, Florida, students with learning disabilities, educable mental handicaps, and hearing impairments built several wheelchair ramps for their physically disabled peers.
- As part of their vocational curriculum, select at-risk youth at the Fayette Plateau Vocational Technical Center in Kincaid, West Virginia, planned and conducted home repairs for low-income senior citizens in the coal camp of Minden, a former EPA Superfund site.
- An industrials arts class in Tacoma, Washington, builds wheelchair ramps for the elderly.
- A Florida high school bought a small house near their school, using an interest-free loan from a local bank. Students rebuilt, refurbished, painted, furnished, and decorated the house, which was sold at a small profit at the end of the year to a disabled alumnus.
- As a carpentry class project, students at Wakulla (Florida) High School built a three-bedroom home on school grounds. The students worked on all phases of the project, including plumbing, wiring, and roofing. The house, which will be relocated, was sold at a $10,000 profit.

High school students can also . . .

- build and restore homes or halfway houses for use by the homeless
- teach bicycle or small machine repair to younger students as well as bicycle safety
- design and construct a scale model of their construction service project for use in future service activities and to promote good public relations
- offer home repair services to the elderly through public service announcements, on cable television channels, and over radio stations.
- provide free or inexpensive car repair for low-income neighbors

Section 3

Initiating Service Learning

1. Time
2. Funding
3. Transportation
4. Liability
5. Preparation and Training
6. Continuation and Growth
7. Partnerships/Involvement
8. Reflection
9. Evaluation
10. Recognition/Awards

1. Time

For most schools, but particularly middle and high schools, the periods of the day and class schedules are so firmly established that they could be chiseled into stone next to the school's date of construction. Therefore, making time for in- and out-of-school service learning presents one of the greatest challenges in establishing new programs. The key is to design service activities so that they are part of regular instruction without interfering with other classes (a sure way of antagonizing other teachers).

As noted by Honnet & Poulsen (1989), many school programs that integrate service into the curriculum design the service time commitment based on two factors: "what is needed for legitimate recognition of academic credit, and the length of service that agencies and their clients define as necessary" (p. 5). Some projects may require an entire semester or school year, while others need only days or a few weeks to complete.

As the examples below demonstrate, block scheduling, interdisciplinary planning, on-campus projects, and grade- or school-wide projects are some of the ways to make time for service learning.

Elementary/Middle/High

- In the Morehead Opportunity Program (MOP) at Morehead Elementary School in Durham, North Carolina, kindergarten and first-grade students who arrive at school early are tutored by fourth- and fifth-grade volunteers. The volunteers, mostly at-risk students, meet once a week after school to plan and organize projects, reflect on their activities in discussion, and record their feelings in journals. Participants also operate the MOP Supply Store where they sell pens, pencils, paper, and folders to buy toys for homeless children.
- Wanamaker Middle School has an "exploratory" class in which all students are assigned to one in- or out-of-school service project each week.
- All juniors attending South Brunswick High School in New Jersey spend one day a week away from school volunteering at a work site or for an outdoor education project.
- Twice a year, all 300 ninth-graders at Flagler-Palm Coast High School in Florida participate in an all-day community service project. Project sites include community agencies, elementary schools, and state parks.
- The Student Volunteer Course offered by the Lancaster County School district in South Carolina has an extended-day schedule allowing students to accomplish service activities before and after school. This approach also allows flexibility in the types of activities the students engage in, such as homework hotlines, after-school tutorials for other students, food distribution, recycling, and assistance for the elderly.

Service-Learning Tips
Forms of Service Learning

- Service within a school
- Service in the larger community
- One-time event
- Ongoing service project
- Student-, teacher-, or school-initiated project
- Placement in existing program
- Whole-class project
- Small-group or individual project
- Service that brings volunteers in direct contact with those being served
- Service that impacts others indirectly
- Integrated into the curriculum (various degrees)
- Co-curricular

(Toole & Toole, 1994)

Schools at all levels can also . . .

- schedule field experience at the beginning or end of the day
- schedule blocks of time for service-learning activities
- schedule service-learning courses at the beginning of school, before or after lunch, or during the last period of the day for greater flexibility
- plan a school-wide one- or two-day academic "blitz" devoted to a single subject such as homelessness. For example, mathematics students could concentrate on budgeting; social studies students might discuss television programs depicting homelessness in the community; English class students might write essays about the homeless; science students could discuss the health problems of the homeless; shop students could design and make cots; and home economics students might prepare meals for the homeless. Students could travel to shelters without disrupting other classes because the entire school would be focusing on the same theme at the same time.
- schedule half-day community service activities once or twice a week
- schedule large blocks of community service time for a class, a grade, or for the entire school
- team teachers together, using two periods in a joint class to plan and implement service projects

Middle/High

- At Robeson High School in Englewood, Illinois, class periods are 80 minutes long to give students time to get to a site, provide service, and return without missing any other classes.
- In the Rutherford High School-Tyndall Air Force Base environmental program in Panama City, Florida, field projects involve block scheduling of English, biology, and environmental science classes, with the projects (such as soil and water testing, report writing, or plant identification) being designed jointly by science and English teachers.
- At Banneker High School in Washington, D.C., students participate in a service learning project all four years of high school and must devote at least one afternoon a week to volunteer service.
- Advisors of students involved in the Middle School Teacher Corps Project at Adams Junior High School in Tampa, Florida, are assigned those same students for their homeroom, where they meet to discuss the students' service projects.
- Part of the AfriCamp oral history writing and research program in Belle Glade, Florida, takes place during a two-week summer day camp and a one-week camping trip, when students participate in workshops with professional writers, reporters, illustrators, and photographers.
- Lee Junior High School in Woodland, California, changed its master schedule to make common planning, teaming, and other collaboration possible. The schedule includes early release for seventh graders to give teachers common planning time.
- Participants in the Peer Counseling Program at McChesney Junior High School in Oakland, California, meet with program coordinators for training sessions on a rotating schedule (first period one week, second period the next, etc.) so that no class is missed more than once every five or six weeks.
- At Central Park East Secondary School in New York, seventh-, eighth-, and ninth-graders provide volunteer services for half a day each week. A coordinator oversees the project, allowing classroom teachers time to develop cross-grade-level or cross-department curricula.

Middle and high school students can also . . .

- have older students provide tutoring and mentoring for preschool children during their after-school preschool program
- combine interdisciplinary classes into two-hour blocks, giving service-learning credit in two courses

High

- In the Atlanta, Georgia, School District, students must perform 75 hours of unpaid community service for a local non-profit organization during their high school years. The service is performed on non-school time—after school, on weekends or holidays, or during summer—at one of 200 agencies approved by the district. Students submit to their English teachers a 500-word essay or journal about their community service experience and receive one semester credit.

- When students at Wakulla (Florida) High School built a three-bedroom home on school grounds, they worked exclusively during their daily two-hour carpentry class.
- Sophomores at Shoreham High School in Washington participate in service projects one half day each week. During this time, their teachers meet to develop curricula and programs.
- As part of the required social studies class at Forest Ridge High School in Bellevue, Washington, all sophomores spend one-half day per week performing community service and one-half day per week discussing their projects.
- At Boston College High School in Massachusetts and Catlin Gable High School in Portland, Oregon, senior classes work on service-learning projects during their last month of school.

Source: School Youth Service Network, Constitutional Rights Foundation

2. Funding

One of the best things about service-learning projects is that often they can be done at very little cost or even at no cost. This publication contains hundreds of examples of such projects. Since most service-learning projects require financial support at some level, however, the next best thing about service learning is that there are nearly as many sources of support for service learning as there are projects. Teachers and schools need only be creative and diligent in seeking support.

This publication endorses integrating service learning into schools and their communities. A significant benefit of such incorporation is that it gives service learning the same status (and therefore the same funding priority) as other parts of the curriculum and the budget. When service learning is established as a line item in the school budget, trips to service sites have the same official status as other class-related school trips; materials for instruction-related service are justified in the same way as other learning materials; and inservice for service learning is in the same category as other training. Cairn & Kielsmeier (1991) note that, if service learning is just an add-on, it is likely to be treated as such and funded (or not funded) accordingly.

Source: School Youth Service Network, Constitutional Rights Foundation

BEST COPY AVAILABLE

Service-Learning Tips
Seeking Support

Teachers and others may feel daunted by the task of seeking funds for service learning if they have not attempted it before. The novice fundraiser might look on this challenge as like that of finding a first job; a primary way that the novice demonstrates ability and potential is by conducting a job (or fund) search in an organized, direct, and professional manner.

1. Start close to home:

- Pool resources with colleagues for joint or interdisciplinary projects.
- Request funds, materials, release time, and interdisciplinary project grants from department heads.
- Ask if your principal can provide support by providing funds or materials or serving as a go-between to higher administrators, the district office, the school board, and parents, the community, and grantors.
- Seek parents' donations of time, materials, transportation, and money; ask parents if can lobby for service learning to the principal, school board, and the local community.
- Solicit community organizations for donations of time, information, transportation, money, and materials; letters of support; selection of, supervision of, participation in, or evaluation of service activities.
- Find out if nearby colleges and/or universities can provide training, surveys, student coordinators, site supervisors, and evaluators.
- Ask local businesses for donations of time, transportation, money, materials, awards, mentors, and participation; selection, supervision, and evaluation of service activities, etc. Local public relations firms can help with promotion and publicity.

2. Get others on-board:

- Involve more teachers, parents, community members, etc., to increase support for the project and share responsibility.
- Ask influential parents to support the project.
- Contact the news media to cover your activities and bring recognition to the school.

(Note: While it is important to have well-connected people support your project, it is vital that you also have a cadre of individuals who will actually be doing the work. People in positions of power and influence simply do not have the time you will need. They may, however, be able to get you some money and keep your project going in an emergency.)

3. Be creative in reducing project costs:

- Ask parents to provide transportation.
- Conduct projects at the school rather than off-campus or arrange for your community agency partner to provide transportation.
- Select projects that can be conducted at sites within walking distance of the school (*see Appendix C—"60-Minute Community Search," for more information*).
- Borrow materials from parents, the school, businesses, and community organizations.
- Ask different groups to fund various components of the project (see #4 below).
- Be willing to join your project with other projects to increase support.
- Request that the organizations being served by your project contribute time, staff, supervision, funds, transportation, materials, etc.

4. Seek outside funding and support:

- Get a listing of local, county, regional, state, and national organizations, foundations, businesses, and non-profits that provide money for service learning. In fact, you can make this your first service-learning project. (*See Resources for Annotated list.*) Organizations that are unable to provide funds might instead be able to provide training or other resources. (While these services might actually *cost* the school, expert advice and training can help establish knowledge of and support for service-learning projects.)

- Prepare a clear and concise description of your project, one page long, to give out. Make friends with an English teacher and have him or her edit it for you.
- Contact organizations that seem likely avenues of support, tell them about your project, and ask if they are interested in it. If they are, follow their application procedures.
- Be prepared to adapt your project to match the interests of potential funders.
- If you are writing a proposal, be sure to cover everything that is requested. Do not obfuscate in your budget; ask for what you need for the project and nothing else. Get letters of support from all groups that will participate. Take your English teacher friend out to dinner, and then ask him or her to proof-read your proposal.
- Be realistic about how long the granting process can take. It sometimes takes a year for federal funds to be released, and six months is not unusual for state funds and other grants.
- Contact influential and well-connected parents of your or your colleagues' students, and ask them directly for support.
- Contact total strangers for support. That is, do not be afraid to go for support to businesses, churches, and community organizations that are part of the school community. Show them how the project will be in their and the community's best interest.
- Do not ask for money right away when contacting the business community. Rather, tell about your project and ask for input and participation. You need to cultivate a personal relationship with the business person first. Show how your program is unique and innovative and in the businesses' best interest to support it.

5. If at first you don't succeed . . . :

- Do not give up or get discouraged if your initial attempts to find support are not successful. Seeking funds is new to most educators, and it takes more than just practice and experience; very often, it is a matter of being in the right place at the right time. Placing information about a project in many places improves the odds.
- Work with others (the principal, parents, etc.) with experience in lobbying and fundraising. They may have better connections and more time than an individual teacher who must also teach classes all day.

Cairn and Kielsmeier (1991) note that service-learning costs are often heaviest at the front end. The initial outlay for materials, training, insurance, planning, and coordination time can require a lot of effort, and getting started may be the most difficult part.

As examples below demonstrate, service learning can reduce overall school costs by having students perform needed instruction-related work at the school. Students should not be considered as free labor, but matching school needs with curricula benefits everyone and saves the school money.

<u>Elementary/Middle/High</u>

- The AfriCamp black history program in Belle Glade, Florida, is funded in part by the Children's Services Council of Palm Beach County, a child-care taxing authority.
- The National Park Service and its National Park Foundation support learning and service programs in the national parks through the Parks as Classrooms program. Founded in 1993, the program has awarded approximately $2 million to schools nationwide for long-term environmental service-learning programs. Programs have been established in Yosemite, Harpers Ferry, Boston National Historical Park, and in other sites. *See Resources for more information.*
- The United Way of Minneapolis, Minnesota, helped fund a longitudinal study of the impact of a "Big Buddy" program on elementary school children.
- A service-learning project in Santa Fe, New Mexico, received a grant from a local foundation. The school board served as the board of directors for the project and signed off on the paperwork.
- The Cannery Museum project in St. Cloud, Florida, raises money through an annual festival commemorating Florida pioneer life. Sales of food and student-made items defray the costs of liability insurance and utilities.

Schools at all levels can also . . .

- encourage businesses that offer employees the opportunity to volunteer in schools to do so in groups instead of singly—more turn out that way
- look in the *Federal Register* at the local library for lists of federal funding sources and grants
- seek support of the local community foundation if there is one in your area
- contact local businesses that have charitable foundations. Since many businesses support only projects in which their employees are involved, invite their participation. In many cases, you will need to find out the location of the businesses' corporate offices and contact them as well.
- contact civic organizations such as Kiwanis or Civitan *(see Resources for list)*
- ask community organizations to support training or travel to workshops if the school is unable to pay for it. In return, the teacher can use the information gained in working with the supporting organization and also provide a report or inservice to the sponsor.
- check your local banks to see if they have any trust funds that you might tap into
- have any funds or gifts you receive handled through a local non-profit agency with 501C3 tax exemption status
- seek funds from a variety of sources; this way, the project can continue if one source is terminated
- contact the Foundation Center (*see Resources*) for information on fundraising and other material and resources
- contact local universities and hospitals (which have development departments) for information, resources, and referrals for local sources of funds
- contact your chamber of commerce for information, resources, and referrals to local funding sources
- contact others in the district who are doing similar projects and collaborate with them in seeking funds. Funders are more likely to support such projects, especially if it relieves them of the burden of having to choose between applicants.
- have students apply their learning by helping take care of the school grounds, thus reducing school maintenance costs
- organize student fund-raisers such as candy, wrapping paper, or school-wide "garage" sales; car washes; pet shows; raffles; dinners; concerts, plays, and other performances; and bike-, walk-, paint-, sing-, or joke-a-thons
- have students solicit donations for service activities from parents, neighbors, and other individuals
- obtain issue-oriented funds for service learning addressing community problems such as drug and alcohol abuse and natural disasters (Cairn & Kielsmeier, 1991)
- apply for grants from foundations (*see Resources*)
- obtain city and state support. Lobby and support grassroots efforts to provide funding for service-learning projects. Students and project directors can speak about projects and their results to council members and legislators, telling them about the value of service learning.
- seek federal support (*see The Service Learning Planning and Resource Guide on p. 81*)

Middle/High

- The director of the PROJECT:SERVE program at Spring Valley High School in Columbia, South Carolina, was awarded a fellowship by the National Society for Experiential Education. It was one of 18 awarded in the nation to extend service learning opportunities to all students in the school, train other faculty members to integrate service into the curriculum, and create multi-level service-learning courses and credit-bearing community service student internships.

Middle and high school students can also . . .

- use bilingual students to tutor English-speaking students in a foreign language; this reduces teacher-pupil ratios and the need for language-teaching textbooks, audio cassettes, field trips, trips abroad, etc.
- use students to staff school day-care centers, after-school latch-key programs, the school hot-line, etc., reducing personnel costs

High

- In Volunteens, high school students compete for postsecondary school scholarships by accumulating volunteer hours in community service. The scholarships are supported by corporations, school systems around the country, and non-profit organizations.
- The DUO program in Vermont has received full funding from its school district for 20 years. Office, staffing, training, and transpiration funds are built into the school budget.

PROGRAM PROFILE

National Service-Learning Cooperative, Serve-America K-12 Clearinghouse, and the National Information Center for Service Learning

The National Service-Learning Cooperative is a clearinghouse of information on service learning. The Cooperative, a joint effort of the National Youth Leadership Council and the Department of Vocational and Technical Education, College of Education, University of Minnesota, is funded by the Corporation for National and Community Service.

The mission of the Cooperative is to provide leadership, knowledge, and technical assistance to support and sustain service-learning programs for

- K-12 teachers and administrators,
- Learn and Serve-America grantees and sub-grantees,
- Community-based organizations,
- Colleges and universities,
- State and local officials, and
- The general public.

The Cooperative provides a toll-free information number, a national database of programs and materials, a library, referrals to training and consulting, and an electronic bulletin board. The Cooperative also serves as a referral network for Regional Technical Assistance Centers and Regional Information Centers which offer information, networks, referrals, resources, and technical assistance.

For more information, contact
National Service-Learning Cooperative
University of Minnesota
R-290 Vo-Tech Building
1954 Buford Avenue
St. Paul, MN 55108-6197
(800) 808-SERVE (7378)

- Since its inception in 1983, the East Bay Conservation Corps in Oakland, California, has gotten a large part of its funding from fee-for-service contracts. Designed to operate like a self-sustained business, the Corps uses private foundation grants for special services and new program development and at the same time provides services for fees with various municipal utilities, parks, flood control and water conservation agencies, the State of California, and area cities and counties.
- The students at Wakulla (Florida) High School who built a three-bedroom home on school grounds paid for materials through a local bank loan of $30,000 secured by their teacher. When finished, the (movable) house was sold for $40,000, and the profits were used to fund further service-learning projects.
- The St. Louis River Watch program in Duluth, Minnesota, which involved students in 16 school in a wide variety of projects on the river, has been funded by a Serve-America grant, the state legislature, and the Environmental Protection Agency.
- Georgia's Peach Corps, an apprenticeship program, rewards youth community service with tuition credits. In this program, 100 young adults, ages 17-25, work with 20 older men and women on public works and human service projects in rural communities. In addition to wages, the younger corps members earn $5,000 credit toward tuition costs at any higher education institution in the nation. Through an existing state program, the older corps members have the opportunity to attend any Georgia school free of charge.

3. Transportation

Many schools undertaking service-learning projects must earmark a substantial fraction of their budget for transportation. Grantors are aware that transportation is a necessary and expensive part of many service-learning projects and generally support the allocation of grant funds for this purpose.

Creative solutions to transportation problems range from selecting service sites within walking distance to the school and bringing the service recipients to campus to using public transportation to borrowing vans from dealerships or local businesses.

Elementary/Middle/High

- Twice a week, third- and fourth-graders participating in the KIDSuccess Program take a public bus to York College, where teen reading tutors help them read their favorite books.

Schools at all levels can also . . .

- build a transportation budget into the building budget to pay bus driver salaries
- use the school district van
- use the teacher's/coordinator's personal car
- if K-12 students are working with college students, use college-owned vans for transportation
- pool funds with other schools or agencies to purchase or lease minivans for service-learning programs
- take advantage of non-profit organizations, which are often willing to come to schools or arrange transportation for volunteer students
- ask parents or volunteers to drive
- use Red Cross RSVP drivers
- have students ride their own bicycles
- accumulate a fleet of used bicycles
- use school buses and drivers
- use vans from hospitals and community agencies for whom the service is being performed

High

- Instead of taking the service to the recipients, Fairmount Hartford Institute brings the recipients to the services. Senior citizens go to the Baltimore vocational school, where students provide a variety of services, including basic medical care from nursing students and assistance with correspondence and consumer issues from business students.

High schools can also . . .

- supply bus fare to students (students are frequently given a special rate on public transportation)
- have students use their own money for public transportation
- have students drive their own cars
- borrow vehicles from driver's education classes or use driver's education classes to transport students

4. Liability

Conrad & Hedin (1990) note that the rate of injury or negligence related to community service has traditionally been low. Moreover, the more service is integrated within the school curriculum and school policies, the less liability will be a concern. In general, students are covered by the school's or district's insurance when they are transported to and from service sites in school buses, public buses, or other vehicles driven by bonded drivers. Just the same, schools initiating service-learning projects should identify their insurance options and secure legal advice regarding liability for service learning.

5. Preparation and Training

Preparing

Preparation for service projects needs to take place at several levels:

- Teachers must be knowledgeable and ready to teach or guide instruction on the subjects related to service.
- Students must learn about the subject, where they will be serving, and the people they will serve.
- Teachers and students need to learn the many options there are for service and make choices regarding where to focus their efforts.
- Students need to learn the issues behind the service needs and to be given a picture of what their experience will entail.

Typically, students, a teacher, or the principal contact local agency representatives and invite them to visit the school and talk to the students. Many schools hold volunteer fairs, which many agencies attend, and students can choose the service activities that suit them best. Students should have a large voice in the selection and administration of service-learning projects. Giving students such responsibility places trust in them and their abilities and will greatly enhance the projects.

Projects can fail if they are supervised inadequately. Regular supervision by the school or agency at the placement sight is especially important at the beginning of a program and for that

Service-Learning Tips
Reducing Liability and Ensuring Safety

1. Determine if the school's or the agency's current coverage can be modified to cover community service, transportation, and volunteer sites.
2. Determine whether insurance policies that cover work study can be used for service activities.
3. Find out if the community organization the school is working with has its own liability insurance to cover insurance needs on projects it oversees. For example, students participating in Florida's PARKnership program (in which K-12 students conduct service projects at state parks) are covered by the Division of Parks and Recreation. The environmental group Pure Puget Sound covers the liability of students conducting water tests and performing other service. In Tacoma, Washington, the Boy Scouts provide liability insurance for the community service activities it helps coordinate for an alternative high school.
4. Have parents sign medical release forms for trips.
5. Make certain there is a clear link between service experiences and the course curriculum; this close link increases the likelihood that an accident will be covered by liability insurance.
6. Notify teachers, project directors, or others who drive students in their personal automobiles that their car insurance must cover any liability. Perhaps the school or district can cover any additional insurance costs for drivers of their own automobiles.
7. If students drive themselves to sites, make sure they are covered by their own or their family's insurance and inform their parents of the legal implications. Have parents sign a release form.
8. Verify that all participating students have adequate medical insurance. Students without insurance should be encouraged to take out a daily policy (often provided by the district).
9. Be prepared to provide first aid.

(Cairn & Kielsmeier, 1991; Conrad & Hedin, 1990; Toole & Toole, 1994)

For more information, order a free copy of *Legal Issues for Service-Learning Programs*. Produced with support from the Corporation for National and Community Service, this publication is a guide for service-learning administrators to address liability issues that may arise with service-learning programs. (See *p. 80* for ordering information.)

younger students throughout the program (Harrington & Schine, 1989). As part of the preparation for student service activities, students, teachers, and the people or organizations being served need to work out supervision arrangements that are clear and acceptable to all parties.

And just as students should have a say in the type of service projects they will perform, so too the recipients of the service must determine what they need and how they would like services delivered. A service project that is thrust upon unwilling recipients can do more harm than good.

Conrad and Hedin (1989) suggest choosing some of the following activities to help orient students and prepare them for their service projects:

1. Build cohesion within the group of students who will be serving together.
2. Clarify responsibilities through site visits to help students make informed decisions as to what they will be doing.
3. Arouse interest in the service project to incite student action and enthusiasm.
4. Assess and emphasize values, knowledge, and skills each volunteer brings to the project; this builds self-esteem and the confidence to make real differences that positively impact others and the community.
5. Develop and practice reflection skills, such as observing, asking questions, and listening; these skills help students maximize learning from their experiences.
6. Develop background information about the

people and problems students will encounter; this pre-sensitizes students and allays misconceptions about their prospective assignments.

Elementary/Middle/High

- Students in the Episcopal Academy School and Community Service Program in Merion, Pennsylvania, take an "instant aging class" before volunteering with the elderly. In the class, students wear glasses smeared with Vaseline to impair vision, gloves to impede dexterity, and popcorn in their shoes to simulate arthritis. These activities sensitize students to the physical limitations the elderly face and make students more compassionate volunteers as a result.
- In the SerVermont program, elderly residents serve as "SerVermont Seniors" on project planning teams.
- As a training activity for the Friendly PEERsuasion Project in Arlington, Texas, eleven-year-old Girls Club members attend a mock party, complete with decorations, music, dancing, and beverages served in fancy glasses, where they role-play party-goers in varying stages of intoxication.
- The Community Volunteer Center in Albion, Michigan, provides clerical and computer support, meeting space, technical assistance, and training to help new volunteer organizations and projects get started and identify service needs.
- Prior to volunteering at a local rest home, students in the Choices Serve-Gaston program in Gastonia, North Carolina, learn about the needs of the elderly by conducting research, inviting guest speakers to the school, and participating in sensitivity exercises and role-playing activities requiring them to use wheelchairs and canes. Their research has led to the design and construction of a waist-high "no-stoop" garden at the nursing home.
- Students at Penn Manor High School in Millersville, Pennsylvania, spent two years integrating service into their learning. In the first year, students from two sociology classes conducted community needs surveys. The information helped develop service opportunities for other classes. A student service club was formed as well.
- Students in the Vermont DUO program establish a clear understanding of the goals and responsibilities for their volunteer service in an initial meeting with a school staff member and the agency supervisor. After the student has spent three days at the site, the supervisor is contacted to check on the student's progress, and a site visit is made by the school staff member.

Students of all ages can also . . .

- read fiction and nonfiction about the elderly to gain a better understanding of senior citizens
- study the aging process and what body changes take place before performing service activities with elders

Service-Learning Tips
Characteristics of Exemplary Service-Learning Programs

1. Service involves forming interpersonal "helping" relationships with clients.
2. Students believe their service has genuine value to those served.
3. The projects have discernible outcomes, such as streams that are cleaner, projects that are completed, or new voters who are registered.
4. Projects have meaningful learning components.
5. Projects have continuity rather than being "one-shot" efforts.
6. Projects allow for varying levels of commitment, enabling students to participate in long-term projects, short-term projects, or discrete stages of ongoing projects.
7. Students have decision-making power within clear parameters.
8. The adult leader is well-trained, committed to service learning, and able to help students articulate their success and failure and recognize the meaning of their experiences.
9. Adequate time is provided for training and reflective activities.
10. Service-learning training is designed for the specific roles the students will play, preparing them for the population they will be working with and involving discovery learning.
11. Reflection activities are activity-based: role playing, discussing successes and problems, writing in journals, practicing new skills, and receiving feedback on progress.

(Harrington & Schine, 1989)

Middle/High

- In the Sky City, New Mexico, Buddy Works program, seventh- and eighth-graders not only provide tutoring for younger children, but they also create lesson plans each week in advance of their service activity.
- In City Youth L.A., a middle school program administered through the Constitutional Rights Foundation (CRF), four teachers share a common planning period, teach the same 160 students, and work as a team to integrate civic education and participation in the core curriculum. With the social studies course forming the program's foundation, the English, mathematics, and science teachers on each school team establish content-related learning objectives that include opportunities for service and for the study of local issues. Students analyze community needs, then design and implement project ideas based on their learning.
- Before science and history classes at Wilmington (Vermont) High School planted liberty elm trees, they researched the best time and place to plant and the reason a new strain of elm was necessary.
- Students in the Carolina Day School's Community Treasures program in Asheville, North Carolina, gather information from media sources on critical social or environmental topics, then do in-depth interdisciplinary research on the topics. Resources include local experts from both sides of the issues, community officials, and on-site investigations. After completing their research, students design service-learning projects that address the issues being analyzed; topics have included water pollution from a local paper mill, landfill placement, acid rain, and clear-cutting of forests.
- In the H.E.R.O.S. (Helping Everyone Reach Out through Schools) project at Damascus (Oregon) Middle School, sixth- and seventh-graders prepared for working with the elderly by having classroom discussions, inviting guest speakers such as the State Ombudsman for the elderly and a social worker, and watching the film, "Driving Miss Daisy."

Training

Service-learning training has a variety of purposes and benefits. It provides the information needed to perform service activities and reflect on them, builds teamwork among interdisciplinary teams and volunteers, establishes roles and responsibilities of all participants, and sensitizes teachers and administrators to the value of service programs and to curriculum-integration possibilities.

Service-Learning Tips
Characteristics of Successful Service-Learning Training

Such training

1. Is designed for the specific roles students will play.
2. Prepares students for the population they will be working with. For example, if students will be working with the elderly, the training addresses such issues as aging and dying
3. Encourages students to establish personal and program goals.
4. Teaches students how to plan and assess sessions at the field sites.
5. Includes team-building, problem-solving, and other relevant skills.
6. Involves discovery learning through activities such as role-playing and simulation exercises.
7. Features a variety of approaches, including films, readings, presentations, and other training resources.
8. Lasts long enough for projects to achieve identified goals.
9. Involves a change in locale if appropriate.
10. Is reinforced throughout the program.

(Harrington & Schine, 1989)

Elementary/Middle/High

- The Pittsford, New York School District and the American Red Cross have joined to provide a day-long training workshop for students involved in service activities that are not curriculum-based. A school district internship coordinator familiar with the students' academic and personal needs helps alleviate student anxiety as the participants begin the independent program outside of the classroom. At the same time, the coordinator has contact with the students and the faculty to act as a sounding board when problems arise. Red Cross staff understand what the community agencies need from the students and provide

realistic training that addresses those needs while developing an effective placement program.

- The National Science Foundation funded a three-year project (Enhancing the Middle School Curriculum through Community Service) which provides month-long training and follow-up assistance for teams of teachers in Arizona, New Mexico, and Colorado. Participating teachers learn how to integrate their science and social studies curricula and include a focus on service learning. After returning to their schools, the teachers implement the projects they designed during the summer and provide inservice for other teachers in their schools and districts.
- Clarke Atlanta University in Georgia has developed a service-learning program that includes general education as well as teacher preparation. Teachers can receive training on integrating service learning into their curricula.
- Foxfire provides training in experiential education projects through the Foxfire Teacher Outreach program.

Schools at all levels can also . . .

- send out a survey to the staff that will measure the interest and knowledge level in service learning. Ask respondents to join your learning circle.
- use volunteer centers as a training source. Students and teachers should receive training, and students can become trainers for other students and even attend the same inservice programs as their teachers.
- use staff with service-learning experience to conduct workshops for students, colleagues, and the community
- put together a service-learning library of books, articles, materials, and curriculum-integration ideas

Middle/High

- In the Youth Leadership Project in Camden, New Jersey, preparation for at-risk students' service-learning projects begins with a two-day retreat in an outdoor setting removed literally and symbolically from the students' daily lives.
- The "Exploring Childhood" program helps prepare students at Shoreham-Wading River Middle School, Shoreham, New York, to work with young children.
- In the Teach to Learn:Learn to Teach summer-school program in Meriwether County, Georgia, student volunteers receive a week of instruction in teaching methods and learning theory, followed by five weeks of tutoring preschool children in reading and communication skills. The program addresses two needs in the rural area: to more adequately prepare the younger children to begin school ready to learn and to encourage more local teenagers to pursue education careers and return as teachers to a locality that has difficulty attracting teachers.
- "Main Street," a curriculum developed by the New York State Council on the Arts, prepares students to work with special needs populations.

High

- Students in the Hippodrome Improvisational Teen Theatre productions in Gainesville, Florida, receive training in improvisation, scripting and rehearsing scenarios, production, scheduling performances, and marketing. The students' prevention/intervention productions on substance use, teen pregnancy, parenting, and violence prevention, which are delivered with the help of a prevention specialist, are integrated with the social skills curriculum at the Loften Educational Center in Gainesville.
- High school students participating in the Philips Academy's Big Brothers/Big Sisters program receive peer leadership training in sexuality, AIDS, and violence awareness and prevention; the students meet regularly with other teen volunteers in support and reflection groups.
- The conflict mediation project sponsored by the Jackson (Mississippi) Urban League trains selected students to intercede in potentially violent situations in and around their schools. Some of these student counselors have subsequently requested placement in the Urban League's Summer Youth Program, where their mediation skills are used to resolve problems among elementary school children in the Foster Care Program.

6. Continuation and Growth

In many cases, service-learning projects are the brainchild of a single individual who is responsible for nearly all aspects of the project. Although such an individual brings about outstanding results, very often the project depends on that person for its continuation. When he or she moves on to another job or retires, the project flounders or fails.

Therefore, sharing responsibility is a primary step in ensuring the establishment and long-term continuation of service-learning projects. One way to share responsibility and help ensure long-term success is by converting your critics into allies. Instead of ignoring or fighting the skeptics, *invite* them to voice their concerns and skepticism. Ask them to come along and watch one of your projects. If they still have concerns, ask them how *they* think things should be done. Once converted, former critics can be your most powerful allies. Another tip is to give administrators opportunities to express public support for your project. Once they have done this, they are far less likely to withdraw their support.

<u>Elementary/Middle/High</u>

- Lee Middle School in Ft. Myers, Florida, used service-learning grant funds to facilitate school-wide integration of service learning into the curricula. Their project, which ultimately sponsored a wide variety of activities, involved over 800 students. To get teachers "on board" with the concept, the school invited an expert to present an intensive three-day training session to all faculty. The staff then divided into interdisciplinary teams to develop strategies and worked in those teams for the rest of the school year.
- Service learning at Washington Elementary in Mt. Vernon, Washington, is designed to mirror the students' developmental growth. Teachers review specific skills with the students to help them master one stage before moving on to the next one. The stages include:
  1. **Service to self**: grades 1-6. Students identify their learning needs and accept responsibility for mastery.
  2. **Service to partner**: grades 1-3. students extend outside of themselves by learning to help one other person.

Service-Learning Tips
Ensuring Long-Term Project Success

1. Ensure participation and foundation-building by integrating service learning throughout entire departments or the whole school.
2. Form interdisciplinary teams within the school to design service-learning projects.
3. Do not go it alone—the more teachers and administrators are involved, the more people will support the project and feel responsibility for its success.
4. Document projects meticulously (participants, events, results, products, etc.—documentation can be made part of the students' service). For many projects, the documentation is a large part of the "product."
5. Design projects that extend across grade levels so younger children will be familiar with the project and expect it to continue.
6. Give students responsibility in running the project—they are at the school for more years than some teachers or administrators.
7. Report regularly to funders on your progress. Do not take your funding for granted; continue to seek other funding sources (have mathematics and English students work on proposals as a service project).
8. Give all participants the credit they deserve—it will keep them happy and participating.
9. Work on new service activities to keep the project fresh and interesting.
10. Share service-learning lesson plans and curricula with other teachers. Presentations at conferences make a name for the school and the project.
11. Publish and disseminate information about the project.
12. Train others in service learning.

3. **Service to younger child**: grade 4. All fourth-graders tutor a younger child, recognizing their ability to help someone else learn and develop.
4. **Service to group**: grades 4-6. Teachers encourage cooperative group learning at least 25 percent of class time.
5. **Service integrated with the curriculum**: grades K-6. Every class is expected to generate at least one service project directly connected to the academic curriculum.
6. **Service by choice**: grades 5-6. Students have a variety of opportunities to participate in service to the school and the surrounding community.

(StarServe, 1993)

Middle/High

- The Hippodrome Improvisational Teen Theatre program in Gainesville, Florida, has developed peer education videotapes that provide a model program for counselors working with at-risk teens. Future plans include the development of a training program for teachers and counselors in the use of Teen Theatre prevention and intervention techniques.
- Students in the SOS (Science with Opportunities for Service) program at Melbourne (Florida) High School study the 155-mile long Indian River Lagoon estuarine environment in a year-round project. Students in Environmental Science or Oceanography classes analyze the biological, physical, chemical, recreational, economic, and political issues involved in environmental management. The project begins in the classroom, where students learn about the Lagoon and design their service projects; this phase includes presentations to other students in science classes and to community sponsors. The second phase is field study immersion at the beginning of summer that includes a week-long supervised field trip to the Lagoon and service projects. The final phase is a continuation project of two or three days prior to the new school year to prepare students for the next year's activities.
- Program directors of the Handy Hearts Corps at the Western Carolina Center in Morganton, North Carolina, are developing a manual and evaluation forms on program organization, recruitment, management, and documentation of activities that pair adolescents and adults with developmental disabilities with teenage volunteers in community service projects.

Service-Learning Tips
Three "Should Nots" for Service-Learning Programs

Student service projects should not . . .

1. take jobs from the local community,
2. involve tasks that are not needed, or
3. focus on tasks that the recipients of the service have not requested.

(Kendall et al., 1990a)

7. Partnerships/Involvement

In successful service-learning projects, students, teachers, administrators, parents, and the community collaborate to make things work. The greatest resources are the students themselves, and students should be guided to undertake as much of the planning and implementation of the project as possible. Students should have a voice in every aspect of the project and be given leading roles. It is a good idea to also seek ideas and leadership from the people being served by the community agency with which you are working. Just as teachers cannot always speak for their students, so community agencies cannot always speak for their clients.

The primary role of sponsoring teachers and administrators is to facilitate and guide, concentrating on the educational aspects of the project. Facilitating is not allowing students to "do their own thing" without guidelines, nor is it wielding such influence that students have no real responsibility. Successful service-learning projects balance responsibilities and have clear guidelines and objectives.

Service-Learning Tips

Voluntary vs. Mandatory Service Learning . . . The Unnecessary Debate

The debate over whether *service* should be voluntary or mandatory does not apply to *service learning*. The distinction between the two is fundamental, and two factors distinguish service learning from other community service. First, service learning explicitly includes features that foster participants' learning about the issues behind the needs they are addressing. As noted by Kendall et al (1990, v. 1), "a good service-learning program helps participants see their questions in the larger context of issues of social justice and social policy—rather than in the context of charity" (p. 20). Secondly, service learning emphasizes reciprocity—the exchange of giving and receiving between the server and the person being served. Both teach and both learn. This reciprocity, say Kendall et al. (1990, v. 1), creates a sense of mutual responsibility and respect between server and served. An effective service-learning program also involves students in its design and implementation. A service program forced on students is not service learning.

Since the goal of service learning is to make service part of instruction and learning, under such a program, the service component is not just an add-on to instruction or an "extra" assignment. Instead, service is woven into the structure and fabric of learning. Service-learning activities are assignments no less than writing a report, reading a chapter, or constructing formulas.

The key to expanding participation in service learning is not to force teachers and students to do it (unprepared, non-reflective service has the potential to do great harm and is also not service learning), but to **make schools and community organizations opportunity-rich environments for service learning**. Service learning is built into the structure of the institution, with many opportunities and incentives for participation. It has been suggested that if anything should be mandatory, it should be the opportunity for service learning.

Institutions promoting service learning should eliminate barriers that prevent or discourage teachers and students from participating and should give teachers flexibility in implementing their projects. Incentives should be offered to instructors to learn more about service learning and incorporate it into their teaching and could include training and release time and material or moral support from the principal and district.

Giving credit for participating in service learning is an effective method of broadening participation, particularly of the students who could benefit the most from it and who would otherwise be unlikely to take part. Such students, who are often hard-pressed to graduate from school, will move toward service learning to earn the credits they need. Likewise, schools can design the most competitive and highly sought-after courses to include service learning so the best students will also participate.

Students have a natural tendency to rebel against things that are forced upon them. However, they will be able to see the advantages of participating in well-designed service-learning projects, and the issue of whether the projects should be mandatory or voluntary will become moot.

Parents and representatives from the community are also needed to recruit, place, train, supervise, and evaluate students; oversee bookkeeping/ record-keeping; and conduct program evaluation.

Adults can help provide transportation to service sites, help with administration, facilitate reflective discussions, and be a sounding board and role models for student participants.

Student Involvement

Elementary/Middle/High

- In a project initiated by two fifth-graders, students from Silver Ridge Elementary School in Davie, Florida, collected children's books for Elhinger Day Care Center. The Books from the Heart project involved several promotional activities, including handing out flyers, making class presentations, and publicizing the project over the school's closed-circuit television system. After the nine-student project committee delivered the books, they remained to read to the younger children.
- Each high-risk student attending the PAL (Program for Alternative Learning) Service Club in Sumter, South Carolina, selects the type of service he or she wishes to provide. Teachers then coordinate appropriate activities into the curriculum. For example, students reading to hospitalized children meet a reading objective, while students learning about electrical systems apply their knowledge in installing smoke alarms in homes.
- Asian and Latino students in the Learning Through Service program in San Francisco, California, perform service activities in their own ethnic communities.

According to a 1990 study, teenagers were four times as likely to participate in service activities when they were asked to do so (Yohalem & Weinstein, 1994).

Schools at all levels can also . . .

- ask students what their interests are
- ask parents what their children's interests are
- let students work in pairs or teams
- use positive peer pressure
- make sure students are prepared for service activities to avoid possible frustration and failure
- pair older and younger students
- allow students to canvass the immediate school neighborhood to identify projects they would like to undertake
- give students organizing and decision-making roles
- have the students conduct needs assessments for their school or community
- have the students identify ways that material they learn in the classroom can help others
- invite students to identify their talents and interests and the ways in which they can use them to contribute to a service project
- let the students participate in team-building activities, such as games, simulations, role plays, and dry runs
- have the students visit project sites in advance of service-learning activities
- have students write down their expectations, hopes, and fears before the service activities take place
- have students practice what they will be doing in their service

Middle/High

- Hughesville (Pennsylvania) High School links all 14 of its service clubs to maximize students' interests, skills, and opportunities. A coordinator matches clubs with service opportunities.
- The Youth Leadership Project in Camden, New Jersey, targets for participation at-risk kids with leadership potential.
- Students in the Youth Leadership Program also take the lead in planning, naming, and staffing their after-school tutoring program.
- Students at Waseca High School in St. Paul, Minnesota, conducted their own survey on the service needs and interests of 600 fellow students. The information is put into a student-designed database, and students indicating service interests are contacted.

High

- The City Year program in Boston, Massachusetts, enlists youth from diverse backgrounds to offer a year of service to the city.
- Students at Union High School in Hinesburg, Vermont, design their service-learning programs along with their school supervisor and the agencies in which they serve. Students interview for service opportunities, and activities and goals are determined by mutual agreement.
- Robbinsdale/Armstrong High School in Robbinsdale, Minnesota, holds an Involvement Fair during the first week of school. Students can sign up for service activities with any of the more than 50 organizations that are represented.

- Students at Phillips Academy have a number of options for participating in service projects. There is a full-time commitment of three or more hours per week, in which students receive a written evaluation from their agency or faculty leader; part-time commitment of less than three hours per week to be performed on Wednesdays, evenings, or weekends; service courses or academic course with service requirements; and/or participation in special service events throughout the year. The school has established service relationships with a number of agencies in the area, and students can choose the level of their involvement at each.
- All students at West Ottawa High School in Holland, Michigan, must take a course in government/constitutional law to graduate. The course integrates service into its curriculum, and students coordinate service projects, lead reflections, attend conferences, research topics of community concern, conduct surveys, and participate in course-related service projects.
- In the Bently Service-Learning Project in Waltham, Massachusetts, students develop leadership skills as service project managers, site coordinators, and "entrepreneurs."

People seldom think themselves into new ways of acting; they act themselves into new ways of thinking.—Carol Myers

Teacher and Administrator Involvement

<u>Elementary/Middle/High</u>

- ensure that proposed projects are linked with established school improvement initiatives
- place student teachers with teachers at the school who are involved in service learning
- call the local college and get college students who have experience in service projects to work with and help the teacher
- tie service learning to the curriculum
- build a cadre of teachers who are committed to service learning and give them opportunities to share their experiences with their colleagues
- make service learning completely open for (but not forced upon) all teachers
- avoid letting the service-learning program

Service-Learning Tips
Strategies for Recruiting Students

1. Ask for help. Most people are willing to help if asked.
2. Stress project results. Students need a mental picture of how things will be made better and the roles they will play.
3. Publicize all project achievements, benefits, and upcoming activities through assemblies, intercom announcements, the school newspaper, letters to parents, or school-sponsored social events.
4. Start with a core of students who are already actively involved in service. Use them as your recruitment/public relations team.
5. Use logos, t-shirts, music, and dramas to emphasize that community service is fun and to spark wider interest.
6. Hold "each one reach one" recruitment drives, in which every student serving as a volunteer agrees to bring another student into the program.
7. Conduct a short-term project that is well-planned and meaningful to spark student interest.
8. Sponsor events to inform students about the needs they can meet. Invite community organizations to the school or provide a walking tour of nearby sites needing volunteers.
9. Make sure the school's commitment to service is clear to students.
10. Get some "stars" (popular students or teachers, local celebrities such as disc jockeys or sports figures, etc.) to endorse the program.
11. Sponsor public award ceremonies for service-learning participants to which the entire school population and the local media are invited.
12. Make a special effort to attract students who might not ordinarily participate.
13. Because many older students have jobs, stress that participation in service-learning projects offers the opportunity to learn job skills, explore different career options, be with friends, and feel good about helping others. Note that universities look favorably on students with service experience and that the service can be listed on job applications as work experience.

become the "property" of just one or two teachers—work toward broad participation
- offer workshops for teachers to sell them on service learning and explain how to do it and how to work together—provide free food to ensure attendance
- pay teachers for their extra work and time
- ensure that staff development/inservice training features service-learning activities, including small group interaction, peer coaching, concrete experience, and time for brainstorming, planning, observing, reflecting, evaluating, formulating, and generalizing
- begin with a pilot project as an initial service-learning experience and modify the program as necessary before instigating large-scale efforts (Tyler, 1990)
- give teachers sufficient planning time for service-learning activities
- schedule release time to enable teachers to observe exemplary programs at other schools
- recognize and reward teachers who do service
- build on staff strengths and interests
- get media attention for teachers' service-learning projects
- free project coordinators from other responsibilities so they can devote their energies to service learning
- recruit help from retired teachers in running service-learning programs
- form interdisciplinary teams and have each team develop a service-learning plan
- allow teachers to leave the school for their service activities
- provide teachers' transportation, substitutes, and materials
- invite faculty from other schools to share information about their service-learning programs

Parent Involvement

Elementary/Middle/High

- In the Teach to Learn:Learn to Teach program in Meriwether County, Georgia, the parents of eligible pre-school children who are receiving instruction attend a weekly two-hour class on nutrition, basic health care, available social services, and parenting skills. Lessons are conducted by the Meriwether County Health Department, the Department of Children and Family Services, and the Western Georgia Regional Educational Service Agency.

Schools at all levels can also . . .

- write a formal letter to parents explaining the project and the ways in which they can participate
- involve parents at all levels of the service-learning program and keep them informed about service efforts and their children's progress
- ask parents to drive students to sites
- sign parents up for service projects when they come to school for other reasons
- send home questions for discussion between students and parents
- include parents in training and orientation for service projects
- ask parents to help supervise students
- have parents lead discussions/reflections about service activities
- explain the benefits of service learning to parents (i.e., work experience, career clarification, help with college admission and scholarships, etc.) to get them and their children involved
- have students put on a showcase of their service efforts for parents
- encourage whole families to participate in service-learning projects
- be flexible in project selection and scheduling

Service is not a spectator sport.

Community Involvement

Elementary/Middle/High

- The Berks County (Pennsylvania) Office on Aging administers a grant utilizing four VISTA volunteers to establish student volunteers in high schools. VISTA volunteers operate a television program that is produced by inner-city middle school students.
- The YMCA at Murray State University in Kentucky held a "college day" for sixth-graders. After participating in college classes, recreation, and meals, the sixth-graders were given a needs assessment to identify the critical needs and issues of their peers. Then, the children and college students developed a plan for service activities to address those needs.
- Minnesota Youth Development Legislation requires districts to involve a broad cross-section of the community and youth to help shape action plans before districts can seek funding.

- The Vocational Education Pilot Curriculum of the Black Archives, History and Research Foundation in Miami, Florida (designed to research and preserve local historic sites), is being developed with the Dade County Schools social studies and vocational education faculty and members of the construction and tourist industries.
- The Hippodrome Improvisational Teen Theatre project in Gainesville, Florida, identifies at-risk children and families through local employers, churches, schools, and half-way houses.
- The Girl Scout Serve-America In-School Project in Covington and Greene Counties in Mississippi is a cooperative effort among school administrators, community organizations, the University of Mississippi, and the Gulf Pines Girl Scout Council. The project addresses the academic requirements of the schools involved, the principles of the Girl Scouts program, and the needs of the community.

Schools at all levels can also . . .

- host a volunteer day at which organization representatives and other community members set up booths and explain what kind of assistance they need
- organize public panel discussions on local issues, such as the environment or homelessness, that draw on the knowledge of teachers and professors from local postsecondary institutes, on the experience of business people and professionals in the community, and on the insight of service organizations addressing these issues
- sponsor youth service days or other special service projects to bring together a diversity of youth
- have agency staff come to schools to introduce students to the concept of service learning, conduct preparatory training, help students with lessons, help students reflect on service experiences, and help evaluate student service
- through local fire departments, let students assist in conducting lessons in fire safety for younger children
- organize youth leadership groups such as Camp Fire, YMCA, YWCA, 4-High, Boy Scouts, Girl Scouts, Junior Achievement, Jack and Jill, and ethnic leadership groups

Middle/High

- Participants in the Student Volunteer Course in Lancaster County, South Carolina, spend the first two weeks of the semester in the classroom learning about service organizations such as the Red Cross, local hospitals, adult literacy, the county recycling department, the county council of the arts, and the police department through presentations from service representatives. During the third week of classes, the students design their own community service contract, which is then approved by a teacher, fellow students, and community resource agents.
- The local Boy Scouts organization in Tacoma, Washington, is working with an alternative high school to develop a community action team that will coordinate activities such as cross-age tutoring. The Scouts provide liability insurance and also help mobilize community resources.
- The AfriCamp program in Belle Glade, Florida, distributes program information to schools, churches, and community organizations serving the target group of 10- to 15-year-olds at risk of dropping out of school.
- Rutherford High School in Panama City, Florida, has joined with nearby Tyndall Air Force Base to restore an old dump site on the base.
- The Handy Hearts Corps at the Western Carolina Center in Morganton, North Carolina, pairs teenage volunteers with people with disabilities in service activities designed according to the common interests of the participants and community needs. Teams are supervised by team leaders who are college students from the Therapeutic Recreation Program of Western Piedmont Community College.
- The Hippodrome Improvisational Teen Theatre in Gainesville, Florida, is a joint effort of the Hippodrome State Theatre and the W.T. Loften Educational Center, a multi-purpose campus serving at-risk and vocational students who are either educationally or economically disadvantaged.

Service-Learning Tips
Volunteers' Rights and Responsibilities

Volunteers have the right to

- be treated as co-worker
- be given a suitable assignment
- know as much as possible about the organization
- receive job training
- receive continuing education for the job
- have regular evaluation of their performance
- be given sound guidance and direction
- be exposed to a variety of experiences
- have their opinions recognized

Volunteers have the responsibility to

- be sincere in their offer of service and believe in the value of the job to be done
- be loyal to the organization for which they volunteer
- maintain the dignity and integrity of the community service with the public
- carry out duties promptly and reliably
- accept the guidance and decisions of their supervisors
- be willing to learn and participate in orientation, training programs, and meetings and to continue to learn on the job
- understand the function of the paid staff, maintain a smooth working relationship with them, and stay within the bounds of volunteer responsibility

(Haines, 1990)

High

- In Okeechobee County, Florida, the county school board entered into a partnership known as Project H.E.L.P. with Senior Services to provide vocational students an opportunity to use their carpentry class skills to repair the homes of the indigent elderly.
- At-risk students in Brevard County, Florida, receive community educational support through the Institute for Leadership Training developed through a coalition of the General Daniel "Chappie" James Chapter of Tuskegee Airmen, Inc., Rites of Passage College, Toastmasters Intl., and Pacesetters of Brevard. Student participants receive training in public speaking, conducting organizational meetings, and developing opportunities for community service. There are presently 35 chapters of Tuskegee Airmen, Inc.

8. Reflection

You don't learn from experience—you learn by reflecting on your experiences.

A critical part of the learning in "service learning" occurs when students contemplate their experiences and link what they learn during service activities with what they learn in school. Reflection can take a variety of forms ranging from debates about current issues and thoughts recorded in journals to reports on local recycling projects and drawings of homeless shelters. Whatever the reflective activity, the purpose is to help students make sense of their experiences and, ultimately, apply what they have learned during their service project to their own lives.

Because reflection is an integral part of service learning, activities encouraging reflection should be scheduled regularly throughout the service-learning project and not merely at its conclusion. As described by Cairn (1993) below, these activities can occur before, during, and after service and involve virtually any academic activity.

Before planting flowers in an inner-city vacant lot, for example, students can

- discuss the benefits of a garden to the environment
- create a display that explains how plants grow
- draw a picture illustrating photosynthesis
- discuss what the project might accomplish for the community

During a voter registration drive, students can

- research a report on countries where voting is illegal
- simulate a newscast depicting historical and current struggles for democracy
- discuss their rights and responsibilities as voters
- write a story about how their votes and other choices affect others

After helping serve lunch at a retirement home, students can

- draw pictures depicting the residents and the home, then display, analyze, and discuss their pictures
- create a greeting card for one of the residents, their grandparents, or other senior citizens
- write a story or an essay about senior citizens
- list what they have in common with senior citizens
- perform a play or skit about the positives of growing older
- compose music and lyrics about aging

Although planning reflective activities is important, the most meaningful reflection is often spontaneous. Cairn (1993) notes that unexpected issues and events can provide very "teachable moments" and the basis for the "most profound learning" during service activities (p. 38).

To prevent reflection burnout, use a variety methods for reflection and vary them to keep things fresh. You can change the time, place, frequency, audience, and format for the reflection so students will not become bored. You also need to recognize that expressing one's feelings can sometimes be very difficult; having a variety of modes of expression available for students will help them find their best reflective voice.

Journals

Journals are personal reflections on events compiled in a folder or booklet. Typically used to record the thoughts of a student during or shortly after a service-learning experience, journals can

- encourage students to reflect on the deeper meanings of their service,
- serve as a record of the service activity,
- be used to evaluate students' writing, work, and learning related to service activities,
- be used to evaluate and modify future service projects,
- serve as a dialogue between a teacher and a student, and/or
- stimulate class discussion.

Service-Learning Tips
Things to Think and Write About in a Journal

About the service:

1. What do you do on a typical day at your placement?
2. How has your work changed since you first began there (different activities, more or less responsibility, etc.)?
3. Tell about the best thing that happened this week—something someone said or did, something you said or did, a feeling, an insight, or a goal that was accomplished.
4. What is the most difficult part of your work?
5. What thing (or things) did you dislike most this week? Why?
6. If you were in charge of the place where you volunteer, what would you do to improve it? Would you have the volunteers do anything differently from what you are doing? Would you treat them differently?
7. Tell about a person there whom you find interesting or challenging. Explain why.
8. What do you feel is your main contribution?
9. If you could go back to the first day of this program, what would you do differently?

(Conrad & Hedin, 1990a)

About yourself:

1. How do people see you there . . . as a staff member, a friend, a student, or what? How do you feel when you are there?
2. What did someone say to you that surprised you? Why?
3. What compliments have been given and what did they mean to you? How did you react? What about criticisms and your reaction to them?
4. Did you take (or avoid taking) some risk this week? Were there things you wanted to say or do but did not?
5. What has happened that made you feel you would (or would not) like to do this as a career?
6. What kind of person does it take to be successful at the kind of work you do?
7. What did you do this week that made you proud? Why?
8. What feeling or idea about yourself seemed especially strong today?
9. What insights have you gained into people?
10. How similar is your impression of yourself to the impression others seem to have of you?
11. Tell about something you learned as a result of a disappointment or failure.
12. Think back on a moment when you felt especially happy or satisfied. What does that tell you about yourself?

(Conrad & Hedin, 1990a)

Additional things to think about:

1. What you heard, smelled, felt, and tasted.
2. What you did and said.
3. What is new or old/familiar.
4. How the things you learn and experience relate to what you already know or anticipate you will need to know in the future.
5. How does this experience affect you personally or scholastically?
6. How have you been creative in this situation?
7. Have you opened up you real thoughts and feelings?
8. How have you contributed to this situation?
9. Are you applying what you are learning to other areas of your life?
10. Are your values clarified, questioned, or reinforced in your placement setting?
11. Are you encountering new problems/situations? Are you successful in dealing with them?
12. Is anything about you improving or changing as a result of your experience?
13. If you could sum up the most important thing you take with you from this experience, it is . . . The most important thing you have brought to your placement situation is . . .
14. Do you have any goals here? Are you working toward them? Is anything in the way?
15. Do you know what to do about the obstacles? Are you doing it? Why or why not?

(Cairn & Kielsmeier, 1991)

Discussion

Perhaps the most common type of reflective activity, discussion provides an opportunity for students to relate their experiences and feelings about the service activities in a relaxed and non-judgmental setting. Usually, students are eager to discuss their service activities, and many teachers hold reflective discussions during the time that the students are being transported back to school.

Reflective discussion is beneficial both when it is done immediately after service activities and after a period of time has elapsed. Immediate discussion naturally encourages immediate reactions and first impressions that are important to share and record. Later discussions help place service activities in the context of instruction and students' other experiences and can be compared to immediate reactions.

- In the South Carolina Cross-Age Tutoring Program, older students provide tutoring for elementary school students. After the tutoring, the older students reflect on their experiences by communicating with peers at another school via E-Mail.

Also . . .

- make a service-learning commercial, news flash, or game show to reflect student feelings, advertise for service learning, or for other purposes
- have students write a letter to themselves after completing a service activity, pledging to take a specific action or make a personal change as a result of the service. The letter can be held by the teacher and mailed to the student after a month; the students can then see how well they fulfilled the pledge.
- have students share their journals with each other and discuss how the same activities meant different things to individual students
- write editorials to the school or local newspaper as a reflective activity
- compose questions for each other to be answered in reflective discussions or writings
- create a graffiti wall on which there can be questions that students can write and/or respond to; this allows students to express their feelings anonymously or in a very public way

9. Evaluation

Evaluating service learning can be difficult; it is not easy, for example, to measure personal and emotional growth through traditional qualitative methods. However, evaluation is necessary to refine projects, identify and resolve problems, determine whether goals have been met, secure future support, and grade students on their work.

Service-Learning Tips
Beginning-Level
Program Evaluation

- Assess the resources in time, money, people, and expertise that you have or can commit to the evaluation.
- Determine who will use the evaluation information and ask the users to help identify what they need to have measured; also, ask them how they will use the information.
- Identify who your project will serve, the problem it will address, and the specific activities designed to affect this problem.
- Plan what you will do to address problems or concerns that this evaluation may uncover for your organization or for the group(s) being served.
- Plan a strategy for analyzing your data. Be sure to include your stakeholders in interpreting the data. Set limits and deadlines for your evaluation.
- See if a professor or graduate student can help develop and administer the evaluation as a research project or as a course requirement.
- Make sure program goals (and related evaluation measures) are reasonable given available time and resources.
- Explain the goals of the evaluation to participants and offer incentives to encourage responses.

Planning for evaluation should begin at the inception of the project with established goals, objectives, criteria, and cognitive outcomes serving as the basis for the evaluation. Ideally, evaluation involves everyone responsible for the administra-

tion of the project: students, parents, teachers, administrators, agency personnel, and people receiving services. In addition to giving participants a greater sense of project ownership and fostering a climate for acceptance of changes that have to be made in the project, this wide participation ensures evaluation criteria are understood and accepted by all.

Both **formative** (also called process or ongoing) and **summative** (or outcome) evaluation are required for effective service-learning projects. **Formative** evaluation focuses on program and project strengths and weaknesses, reactions and perceptions of participants, and data related to change and improvement. Information derived from formative evaluation is used to adapt and improve the service-learning project as it progresses. Monitoring the service-learning program involves gathering a number of types of information, such as those listed in the box at right.

Summative evaluation compares project outcomes with original objectives and is results-oriented. Fertman (1993) describes four components, each designed to obtain "information essential to what we want students to know and to do as a result of service learning" (p. 12). The four components are student outcomes, institutional outcomes, family outcomes, and adult outcomes. Outcomes are measured in terms of knowledge, skills, and attitudes of students and community members involved in the project. The challenge for the educator is not only to make a determination of the success of the overall project, but to convert journals, attitudes, performances, and service projects into grades while meeting district requirements.

Evaluators must be wary of bias and separate their personal interest in service with what they must measure. You may wish to consider hiring a professional evaluator (which involves extra expense) who can provide an objective view of the program and offer a wide range of evaluation techniques.

High

- Hospital aides in a midwestern community conduct a review after the first two weeks of volunteer service and monthly thereafter to ensure that volunteers are comfortable with their assignments and that their work is meeting expectations.
- During the Student Volunteer Course in Lancaster County, South Carolina, students submit written reports to their teachers on their projects and conduct presentations to inform their classmates of community issues and needs. Each presentation follows a set format: "What I did—Why I did it—How was it good?—How could it have been improved?" Students also respond in journals or through oral presentations to the question, "What was the most important lesson I learned?" Grades are based on teacher and peer evaluation of written and oral reports, assignments completed during the semester, mentor reports, and class participation.

Also . . .

- include pre- and post-test evaluation questions measuring the extent of change in a student's career goals or plans or the development of interest in pursuing post-secondary education

Service-Learning Tips
Formative Evaluation: Gathering Information

Information to Collect:

1. Project goals and objectives
2. Names and levels of involvement of all project participants
3. Number and type of actual service projects
4. Effectiveness of the coordinator at organizing, running, and publicizing the program
5. Success of the host agencies in developing appropriate volunteer activities for students
6. Receptivity of the host agency/community to student volunteers
7. Number of hours contributed per week
8. Number of activities performed
9. Reaction to the students' work
10. Number of community members served by students
11. Pre-service statistics on participating students' attendance, academic, and disciplinary records
12. Pre-service attitudes of all participants
13. Cost of the project
14. Feedback from administration and the school district

10. Recognition/Awards

Students, teachers, administrators, community representatives, and others involved in service learning deserve recognition for their efforts. Establishing a system of recognition creates a climate of respect and value for service learning, motivates participants to continue their work, and attracts new volunteers.

There is debate over the way in which participants should be rewarded (which some see as a form of recompense or payment) for volunteer service. Many projects culminate in an awards ceremony, banquet, or party, and many program organizers find that providing food to volunteers is an excellent incentive. Such events can play an effective role in service-learning projects when handled properly, although many outside funders and grantors do not allow the use of their funds for such purposes.

Wearing matching shirts and having (provided) meals together helps participants bond and feel kinship as a unit, which is indispensable to a project's success. Participants often hold their post-service reflective discussions while sharing a meal that has been provided for them. Some projects, however, spend more on ceremonies than on service learning or focus more on incentives than recognition—such projects have lost sight of their primary goals which are to foster service and learning.

Rewards should be primarily symbolic in nature rather than monetary. By definition, rewards and recognition come after—not before—a worthy act is performed. Paying for "volunteer" service is, conversely, oxymoronic and not recommended. With true service learning, however, service projects are integrated into students' assignments and incentives are not an issue.

<u>Elementary/Middle/High</u>

- As a culminating activity after working with community elders an a variety of projects, students at Pine Grove (Pennsylvania) Area Middle School and the elders held a Pennsylvania Dutch Ethnic Day with music, a student program, language activities, and food.
- Florida's Silver School Award is given to schools with exemplary cross-age tutoring programs.
- Many organizations, businesses, and publications recognize exemplary service-learning programs. The Cannery Museum project in St. Cloud, Florida, received a Disney Community Service Award and is one of 20 programs nationwide to receive the Professional Best Award from *Learning Magazine*. *Scholastic* magazine also awards service learning.

Schools at all levels can also . . .

- hold a service demonstration fair as a year-end project, at which all of the results of various program activities (videotapes, scrap books, skits, journals, art, etc.) could be presented in an open house. Students could showcase their collaborative projects, play their videotapes, and perform their skits for parents, teachers, community members, and peers. Such a project would serve as advertisement for new members, recognition of volunteers, and a service project in itself.
- write letters of commendation to participating teachers and send copies to the district superintendent
- recognize students' service by highlighting their efforts in school announcements, posting their names on bulletin boards, and calling parents to congratulate them
- develop service-learning clubs or a "clubby" atmosphere by giving participants membership cards or buttons, special jackets, or t-shirts to wear at service events and to advertise the project
- invite active student or adult volunteers to speak to students in other schools and to community groups about their service experiences
- formally add service-learning projects to students' records and write letters of recommendation to college admission office and prospective employers based on students' service
- invite students to write letters to national, state, or local leaders telling about their service projects
- use the media—school bulletin boards, yearbooks, radio, television, newspapers, and magazines—to feature stories and photographs on service-learning projects and participants
- hold assemblies to honor service-learning participants

- establish a student community service award for youngsters who respond to a community need (possibly in an emergency, such as a blackout, flood, or fire)
- feature articles about service-learning activities in the school or local newspaper

Middle/High

- Students who successfully complete the Teacher Corps Program at Adams Jr. High School in Tampa, Florida (involving tutoring of younger students and mentoring from college students), receive a U.S. Savings Bond to start their college fund.
- The Friendly PEERsuasion group has a celebration involving parents.

High

- In Jacksonville, Florida, the Mayor's Teenage Volunteer (MTV) program, which sponsors extracurricular student service MTV clubs, congratulates "Volunteers-of-the-Month" in newsletters and presents them with certificates. Participants receive a membership card and t-shirt after working on two projects, and the students produce a television show underwritten by the local cable company. Entirely staffed by students, the news show spotlights outstanding projects and volunteers and contains interviews and stories about projects.
- Students in a northeast high school for the performing arts tutored elderly neighbors on using computers. Telling the elders that the final tutorial was in another room, the students led the elders to the auditorium where they then put on a performance for the elders, held a graduation ceremony, and handed out diplomas to their "students."
- At Hopkins High School in Minnetonka, Minnesota, all students (not just those participating in the community service social studies course) are eligible for the school's service award.
- In Florida, students awarded an Academic Scholars certificate are guaranteed admission to a state university or community college. To earn the certificate, which rewards academic achievement, applicants must also perform 75 hours of community service.
- The *Miami Herald* gives Silver Knight Awards to seniors who serve their communities in Dade and Broward (Florida) counties.
- In Broward County, Florida, students participating in service activities have their efforts documented on their Permanent Record Cards and receive awards on the following scale:
  - 10-29 hours of service—certificate
  - 30-49 hours of service—certificate with embossed seal
  - 50-74 hours of service—a service pin and certificate with embossed seal
  - 75 or more hours of service—a service medallion and certificate with embossed seal.

  Seniors with 250 hours of service, 100 or more of which must be earned during the 12th grade, receive a silver cord to wear at commencement.
- The Volunteens Community Service and Scholarship program, sponsored by Southern Bell, awards an annual $1,500 scholarship to a senior high school student to use toward education at any accredited college or university.

Also . . .

- offer a varsity letter to students who perform a specified amount of service

Source: School Youth Service Network, Constitutional Rights Foundation

Section 4

Resources

- Publications
- Service-Learning Organizations: An Annotated Listing
- Additional Organizations and Resources
- Local Organizations Supporting Service Learning

Section Four contains annotated lists of several hundred publications and/or organizations that promote, support, or provide resources or other assistance for service learning. Among them, these resources offer a wide and variety of information and assistance to educators in the Southeast and around the country. Note: prices for publications and other resources are not complete, and the listing of publications and organizations in this document does not represent an endorsement by SERVE.

Publications

The Adventure of Adolescence: Middle School Students and Community Service, Catherine Rolzinski, 1990. Case studies of seven middle school youth service programs nationwide representing diverse models and approaches. The final chapter includes core components for program developers to consider in designing service programs for middle schoolers. Available for $14 from Youth Service America, 1319 F Street, NW, Suite 900, Washington, DC 20004 (212) 338-2068.

An Aristocracy of Everyone: The Politics of Education and the Future of America, Benjamin Barber, 1992. Calls for a universal community service requirement coupled with classroom reflection on service-learning outcomes. Available from Ballantine Books, 201 East 50th Street, New York, NY 10022.

Award-Winning Community Service Programs in Independent Schools, Catherine Sands and Michael Gorman (editors), 1992. Descriptions of independent school service programs that have won Certificates of Merit or Honorable Mention for their service efforts. Programs are grouped by grade level and type. Available for $19.25 from the Council for Religion in Independent Schools, P.O. Box 40613, Washington, DC 20016 (202) 342-1661.

Bringing Service Learning to the English Classroom, Melinda Dore. A step-by-step guide to using high school students to tutor elementary school students as part of the high school English curriculum. Available for $10 from the Pennsylvania Institute for Environmental and Community Service Learning, 64 Lempa Road, Holland, PA 18966 (215) 357-5861.

Building Community, Richard Kraft (editor), 1994. Provides a rationale for and information about strengthening the ties between K-12 and postsecondary education, using service learning as a primary vehicle. Available from Colorado Campus Compact, Parkway Building, Suite 200A, 1391 North Spear Boulevard, Denver, CO 80204 (303) 620-4941.

Caring is the Key: Building a School-based Intergenerational Service Program, Joseph Melcher. Available for $28.50 from Publications, Generations Together, University of Pittsburgh, 121 University Place-300, Pittsburgh, PA 15260-5907 (412) 648-2209.

Changing Our World: A Handbook for Young Activists, Paul Fleisher, 1993. This book, for grades 7-12, is available for $31.95 from Zephyr Press, 3316 North Chapel Avenue, P.O. Box 13448-M, Tucson, AZ 87573-3448 (602) 322-5090.

Choosing to Participate Resource Manual, Alan L. Stoskopf and Margot Stern Strom. Focuses on citizenship and the history of voluntarism and philanthropy in America. Available from Facing History and Ourselves, 25 Kennard Road, Brookline, MA 02146 (617) 232-1595.

Community Service as Values Education, Cecilia Delve Scheuermann, Suzanne Mintz, and Greig Stewart. Explains how the integration of values into all aspects of students' academic education can promote a lifelong commitment to public service. Available from National Society for Experiential Education, 3509 Haworth Drive, Suite 207, Raleigh, NC 27609 (919) 787-3263.

Connections: Service Learning in the Middle Grades, Diane Harrington and Joan Schine, 1989. Features detailed descriptions of middle school service-learning programs, including peer, adult-student partnership, community service, and leadership development programs. Available from the National Center for Service Learning in Early Adolescence, CASE/CUNY, 25 West 43rd Street, Suite 612, New York, NY 10036-8099 (212) 642-2946.

Collaborators: Schools and Communities Working Together for Youth Service, Rich Cairn and Sue Cairn (editors), 1991. A guide for building effective service-learning relationships between schools and community agencies. Available for $7.50 from the National Youth Leadership Council, 1910 West County Road B, St. Paul, MN 55113 (800) 366-6952.

The Coordinator's Handbook: A Comprehensive Guide for Developing High School-based Community-Service Programs. Available from the Thomas Jefferson Forum, Lincoln Filene Center, Tufts University, Medford, MA 02155 (617) 627-3858.

Creating and Managing Partnerships for Service-Learning Integration. Provides information and guidance for developing and implementing service-learning partnerships. Available for $35 from NAPE, 209 Madison Street, Suite 401, Alexandria, VA 22314 (703) 836-4880.

CRF Network, Constitutional Rights Foundation (CRF). A newsletter on youth service that provides information on CRF programs, national initiatives in service learning, resource information for educators and others, publications available through CRF, and articles on education topics. Available from the Constitutional Rights Foundation, 601 Kingsley Drive, Los Angeles, CA 90005 (213) 487-5590.

Developing Caring Children, Kate McPherson, 1989. A parents' guide to fostering an ethic of service in children. Includes family projects and youth activities. Available for $5.50 from the National Youth Leadership Council, 1910 West County Road B, St. Paul, MN 55113 (800) 366-6952.

Doing Self-Directed Study for Service-Learning, 1993. A guide for evaluating service-learning projects. Includes sample designs and suggestions of methods for collecting data on projects. Available for $6.75 from the National Clearinghouse on Service-Learning, R290 VoTech Building, 1954 Buford Avenue, St. Paul, MN 55108 (800) 808-SERV (7378). Internet address serve@maroon.tc.umn.edu

The Effective Service Learning Series, Irving Buchen and Carl Fertman, 1994. A set of service-learning curricula for middle and high schools that includes 35 student workbooks, each with an average of seven experientially-based lessons and exercises. Workbook topics are sequenced to guide students through various stages of service-learning programs, and each topic contains a facilitator's guide. A service-learning manual is also included. Available for $180 from Mar-Co Products, 1443 Old York Road, Warminster, PA 18974 (800) 448-2197.

Elucidation: Profiles to Understand the Role of Student Service in School Improvement, StarServe Foundation, 1993. In-depth profiles of four schools that have integrated service into their core and elective curricula as well as their school improvement and restructuring efforts. Available from the Points of Light Foundation, 1737 H Street, NW, Washington, DC 20006 (202) 223-9186.

Enriching Learning Through Service, Kate McPherson, 1989. A practical guide for teachers to infuse service into their curricula at all grade levels. Available for $12 from the National Youth Leadership Council, 1910 West County Road B, St. Paul, MN 55113 (800) 366-6952.

Equity & Excellence in Education, Greenwood Publishing Group, Inc. Volume 26, Number 2 of this journal is devoted to service learning and is available from Greenwood Publishing Group, Inc., 88 Post Road West, P.O. Box 5007, Westport, CT 06881-5007.

Focus Groups: A Practical Guide for Applied Research, Richard Krueger, 1988. This general guide on using focus groups for program or product evaluation can also be applied to evaluation of service-learning activities. Available from Sage Publications, Inc., 2455 Teller Road, Newbury Park, CA 91320.

The Generator: Journal of Service-Learning and Youth Leadership, National Youth Leadership Council. Provides inspirational and practical advice for teachers, educators, administrators, policymakers, and youth workers. Sections on reflections, community voices, profiles, youth, legislative policies, and program models are included. Available from the National Youth Leadership Council, 1910 West County Road B, St. Paul, MN 55113 (800) 366-6952.

Growing Hope: A Sourcebook on Integrating Youth Service into the School Curriculum (Revised), Rich Cairn and Jim Kielsmeier, 1991. A manual on service-learning for teacher-leaders and program coordinators. Contains practical information and sample materials. Available for $29 from the National Youth Leadership Council, 1910 West County Road B, St. Paul, MN 55113 (800) 366-6952.

The Helping Hands Handbook, Patricia Adams and Jean Marzollo, 1992. Written for young people, this handbook is full of interesting, fun, and unusual service ideas. Available from Random House.

How to Control Liability and Risk in Volunteer Programs, 1992. Available from the Minnesota Office on Volunteer Services, Minnesota Department of Administration, 500 Rice Street, St. Paul, MN 55155.

A How To Guide to Reflection: Adding Cognitive Learning to Community Service Programs, Harry Silcox, 1993. Insights into service learning and reflective teaching for educators and others. Avail-

able for $15 from the Pennsylvania Institute for Environmental and Community Service Learning, 64 Lempa Road, Holland, PA 18966 (215) 357-5861.

InterChange, Center for Intergenerational Learning, Fall, 1993. This issue focuses on conducting oral interviews and offers excellent advice on preparing for the interviews, lists appropriate questions, and offers other resources. Available at no cost from the Center for Intergenerational Learning, Temple University (083-40), 1601 North Broad Street, Philadelphia, PA 19122 (215) 204-6709.

Instruments and Scoring Guides: Experiential Education Evaluation Project, Center for Youth Development and Research. A manual containing measurement tools for community service such as standardized evaluations of self-esteem, alienation, etc. Available from the Center for Youth Development and Research, 386 McNeal Hall, University of Minnesota, St. Paul, MN 55108.

An Intergenerational Study: How to Do an Oral History of the Community, Alicia Freitag. A teacher's guide with a step-by-step program for completing a neighborhood history project, a sample book, and additional information on service learning in general. Available for $15 from the Pennsylvania Institute for Environmental and Community Service Learning, 64 Lempa Road, Holland, PA 18966 (215) 357-5861.

The Kid's Guide to Social Action, Barbara Lewis, 1991. Available for $14.95 from Free Spirit Publishers, 400 First Avenue North, Suite 616, Minneapolis, MN 55401 (612) 338-2068.

Learning By Giving: K-8 Service-Learning Curriculum Guide, Rich Cairn with Theresa Coble, 1993. Contains an overview of service-learning basics, a series of environmental, intergenerational, and multicultural service activities, and other information helpful in developing curriculum-based service-learning activities. Available for $45 from the National Youth Leadership Council, 1910 West County Road B, St. Paul, MN 55113 (800) 366-6952.

Leadership that Matters, Washington State Principals' Association. A practical guide for youth leaders and advisors interested in implementing service-learning projects. Available for $3 from the Washington State Principals' Association, 1021 8th Avenue SE, Olympia, WA 98501 (206) 357-7951.

Learning Though Service: Ideas from the Field, Don Hill and Denise Clark, 1994. Discusses the meaning of quality service learning and describes 20 K-12 service-learning programs in California. Available for $3 (make check out to Stanford University) from Don Hill, Service-Learning 2000, 50 Embarcadero Road, Palo Alto High School, Palo Alto, CA 94301.

Legal Issues for Service-Learning Programs, Anna Seidman and Charles Tremper, 1994. Produced through a grant from the Corporation for National and Community Service, this publication is a guide for service-learning administrators to addressing the legal issues that may arise with service-learning programs. Specifically, it offers information on (1) rules for imposing liability for harm that a program may cause, (2) laws requiring or prohibiting certain practices, (3) risk management procedures, and (4) insurance arrangements to provide adequate coverage if things go wrong. Available at no cost from the Nonprofit Risk Management Center, 1001 Connecticut Avenue, NW, Suite 900, Washington, DC 20036 (202) 785) 3891.

Making a Difference: A Students' Guide to Planning a Service Project. Available for $3 from the Washington Leadership Institute, 310 Campion Tower, Seattle University, Seattle, WA 98122 (206) 296-5630.

National Youth Service: Answer the Call, 1994. Provides resource information on over 80 national organizations that promote national and community service and highlights successful programs in service learning and other areas. A state-by-state list of national and community service resources available in each state is also available. Both publications can be purchased for $25 (sold separately, the guide is $22 and the compendium is $8) from Youth Service America, 1101 15th Street, NW, Suite 2000, Washington, DC 20005 (202) 296-2992.

No Kidding Around! America's Young Activists are Changing the World and You Can Too, Wendy Lesko, 1992. Available from Information USA, P.O. Box E, Kensington, MD 20895 (800) 543-7693.

No Surprises: Controlling Risks in Volunteer Programs, Nonprofit Risk Management Center, 1993. A guide to preventing and handling injuries and lawsuits related to service projects. Available for $9.94 from NRMC, 1828 L Street, NW, Suite 505, Washington, DC 20036-5104 (202) 785-3891.

NSEE Quarterly, National Society for Experiential Education. Contains articles, book reviews, and resource information on issues related to experiential education and service learning. Available from NSEE, 3509 Haworth Drive, Suite 207, Raleigh, NC 27609-7229 (919) 787-3263.

Profiles in Service: A Handbook of Service-Learning Models, Brenda Urke and Madeleine Wegner, 1993. Case studies of five successful service-learning programs, including program background, mission and goals, funding sources, curriculum strategies, replication potential, outcomes, and evaluation information. Available for $25 from the National Youth Leadership Council, 1910 West County Road B, St. Paul, MN 55113 (800) 366-6952.

Reflection: The Key to Service Learning, National Center for Service Learning in Early Adolescence, 1991. Outlines the ways reflection can be used to transform community service into service learning. Text includes a rationale for developing a reflective component and sample activities and steps for integrating reflection into a service-learning program. Available for $15 from NCSLEA, Graduate School and University Center, CUNY, 25 West 43rd Street, Suite 612, New York, NY 10036-8099 (212) 642-2946.

The Role of Youth in the Governance of Youth Service Programs, Jennifer Appleton with Todd Clark, 1993. Provides information about and examples of practices that help ensure success in involving youth in the governance of youth service and service learning. Available for $3 from Youth Service America, 15th Street, NW, Suite 200, Washington, DC 20005 (202) 296-2992.

Service Learning from A to Z, Cynthia Parsons, 1991. A "how to" for service learning that provides practical and useful information and examples of service learning, compiled by one of its leading advocates. Available for $9.50 from Vermont Schoolhouse Press, Box 516, Chester, VT 05143.

Service Learning: Meeting the Needs of Youth At Risk, Marty Duckenfield and Lorilei Swanson, 1992. This 27-page publication gives a concise overview of service learning, its benefits, and ways to initiate service-learning programs. Available from the Publications Department, National Dropout Prevention Center, 205 Martin Street, Clemson University, Clemson, SC 29634-5111 (803) 656-2599.

The Service Learning Planning and Resource Guide, Council of Chief State School Officers, 1994. Part I of this guide profiles over 100 federal programs that can be tapped into to develop and expand school-based or district-wide service learning, to include sources for funds, training, technical assistance, curriculum development, and planning. Part II identifies the service-learning-related resources of over 25 national and regional organizations, to include training, curricula, materials, and consultations. Available for $15 from CCSSO, Service learning Project, 1 Massachusetts Avenue, Suite 700, Washington, DC 20001-1431 (202) 336-7016.

ServiceLine, Project Service Leadership and Northwest Educational Service District 189. Contains ideas for and examples of service-learning projects. Available from Project Service Leadership, 12703 NW 20th Avenue, Vancouver, WA 98563 (206) 576-5070.

Sharing Success: Promising Service-Learning Programs, Jim Watkins with Dianne Wilkes, 1993. Contains detailed descriptions of 34 exemplary K-12 service-learning projects from throughout the Southeast. Each description tells how projects were started, what their components are, how they are funded, and how well they have worked. Contact information for each program is also provided. Available at no cost from NEFEC/SERVE, Route 1, Box 8500, Palatka, FL 32177 (904) 329-3847.

Teaching for Service, D. Collins, 1991. Introduces faculty to service learning and describes how service learning can be incorporated within the curricula. Available from the Center for Service Learning, Brevard Community College, Cocoa Beach, FL 32922 (407) 632-1111, ext. 2410.

Visions of Service: The Future of the National and Community Service Act, Shirley Sagawa and Samuel Halperin (editors), 1993. Contains 38 essays by strategists and service practitioners addressing the past, present, and future of national community service. Available for $5 from the American Youth Policy Forum, Suite 301, 1001 Connecticut Avenue, NW, Washington, DC 20036-5541 (202) 775-9731.

What You Can Do for Your Country, 1993. A general description of the benefits of youth participation in community service. Available from the Commission on National and Community Service, 529 14th Street, NW, Suite 542, Washington, DC 20045 (202) 724-0600.

What You Must?! Do for Your Country: The Mandatory Service Debate, Cinnamon Bradley and Frank Slobig. An even-handed look at the pros and cons of making youth service mandatory. Available from Youth Service America, 1101 15th Street, Suite 200, NW, Washington, DC 20005.

Whole Learning through Service: A Guide for Integrating Service into the Curriculum,

Kindergarten through Eighth Grade. Community service-learning curriculum based on five themes: intergenerational, homelessness, citizenship, community health awareness, and the environment. The publication includes model units of study for the classroom, school, or community. Available for $25 from Springfield Public School, Community Service-Learning Center, 258 Washington Boulevard, Springfield, MA 01108.

World Hunger: Awareness, Affinity, Action. A Curriculum Guide for Sixth to Eighth Graders, Karen Hlynsky, 1994. A curriculum guide that provides lesson plans to introduce students to the issue of world hunger and involve them in related service projects. Includes lesson plans for three topics: (1) Hunger and famine, (2) Hunger and poverty, and (3) Hunger and malnutrition. Each lesson is designed to promote awareness of, affinity with, and action upon the issues of hunger. Available at no cost from the Congressional Hunger Center, 133 C Street, SE, Washington, DC 20003 (202) 547-7022.

Youth Service: A Guidebook for Developing and Operating Effective Programs, Dan Conrad and Diane Hedin, 1987. Step-by-step advice on how to establish school-based service programs. Available for $12.50 from the National Youth Leadership Council, 1910 West County Road B, St. Paul, MN 55113 (800) 366-6952.

Youth Today: The Newspaper on Youth Work. A bi-monthly publication for administrators, managers, and youth service planners. Contains articles and comments regarding youth programs as well as information on youth work fellowships, service and foundation grants, national educational policy updates, personality profiles, publications, and resources. Available from Youth Today, 1751 N Street, NW, Suite 302, Washington, DC 20036 (202) 785-0764.

Service-Learning Organizations: An Annotated Listing

Alliance for Service Learning in Educational Reform
Council of Chief State School Officers
1 Massachusetts Avenue, Suite 700
Washington, DC 20001-1431
(202) 336-7026
The Alliance promotes service learning as an impetus for education reform and shapes policy through advocacy. The Alliance has published *Standards of Quality for School-Based Service Learning* (see Appendix A) and related standards for community-based service learning.

Association for Supervision and Curriculum Development (ASCD)
1250 North Pitt Street
Alexandria, VA 22314-1453
(703) 549-9110
ASCD included service learning as a major component of its character education initiative. ASCD offers professional development experiences in curriculum and supervision, disseminates information, and encourages research, evaluation, and theory development. ASCD also provides publications, professional development conferences, interactive satellite teleconferences, international meetings, and training centers.

Cairn & Associates
3533 44th Avenue South
Minneapolis, MN 55406-2903
(612) 722-5806
Cairn & Associates offer a variety of resources and services related to service learning, including fundraising, proposal writing, training, consulting, program evaluation, editing, and event planning.

Campus Compact
Box 1975
Brown University
Providence, RI 02912
(401) 863-1119
Campus Compact concentrates on postsecondary institutions, but often works directly with K-12 schools in the design, supervision, evaluation, training, and implementation of service-learning projects. College students participating in Campus Compact can provide assistance to K-12 service-learning projects as their service activity.

Campus Outreach Opportunity League (COOL)
386 McNeal Hall
University of Minnesota
St. Paul, MN 55108-1011
(612) 624-3018
COOL can provide assistance, supervision, evaluation, and other resources to K-12 service-learning projects.

Center for Intergenerational Learning (CIL)
Temple University
1601 North Broad Street (083-40)
Philadelphia, PA 19122
(215) 204-6709
CIL serves as a clearinghouse on intergenerational programs, develops and evaluates demonstration projects, collects and designs resource materials, and provides technical assistance and training to organizations interested in developing intergenerational programs.

Close Up Foundation (CUF)
44 Canal Center Plaza
Alexandria, VA 22314
(703) 706-3300
CUF sponsors the Civic Achievement Award Program, which helps build civic awareness among students in grades five through eight by having them complete research projects and conduct community related service projects. The Active Citizenship Today program integrates community service into school districts' social studies curricula. CUF also offers a newsletter, *The Chronicle*, at no charge.

Community Service Learning Center (CSLC)
258 Washington Boulevard
Springfield, MA 01108
(413) 734-6857
CSLC provides teacher training and technical assistance, individualized consultation, small workshops, and conferences to develop community service in schools and communities.

Constitutional Rights Foundation (CRF)
601 South Kingsley Drive
Los Angeles, CA 90005
(213) 487-5590
CRF sponsors a National Outreach in Youth Community Service and publishes the *School Youth Service NETWORK*, highlighting developments in youth service. In addition to materials prepared by local and national programs, CRF maintains a database of school-based service programs across the country and a library of resource materials from other sources. Educators can receive a free subscription to the *NETWORK*, access to CRF's database, training, and other materials.

Corporation for National & Community Service
1100 Vermont Avenue, NW
Washington, DC 20525
(800) 94-ACORPS (942-2677)
For state contacts (202) 606-5000, ext. 118.

The Corporation administers the National and Community Service Trust Act (NCSTA) and promotes service nationwide through grants, information, technical assistance, and other resources. The Corporation functions as a clearinghouse of information and technical expertise on service opportunities and provides funding on a competitive basis for state and national organizations.

Service programs include Americans of all ages and backgrounds in an effort to build a sense of community and national unity. Among the Corporation's programs, which include AmeriCorps and Summer of Safety, funding for K-12 service learning is available primarily through Learn and Serve-America:

> **Learn and Serve-America** supports projects that involve school-age youth in service-learning activities and adult volunteers in schools. Local agencies such as schools or school districts seeking support for teacher training, service-learning coordinators, or school-based K-12 service-learning programs may apply for Learn and Serve-America funds through their state education agency or for AmeriCorps funds through their state commission. Local, nonprofit, community-based organizations seeking funding for full- or part-time national service programs (school year or summer) or for a community-based service-learning programs for 5-17 year-olds (school year or summer) may apply to their state commission for funding under either AmeriCorps or Learn and Serve-America.

Council of Chief State School Officers (CCSSO)
1 Massachussettes Avenue, NW
Suite 700
Washington, DC 20001-1431
(202) 336-7016
Since 1987, the CCSSO has centered on building greater awareness and understanding about service learning as a teaching and learning methodology. The CCSSO is a co-host of the Alliance for Service Learning in Education Reform and has published the comprehensive *Service Learning Planning Resource Guide*.

Christa McAuliffe Fellowships
U.S. Department of Education
Office of Elementary and Secondary Education
School Effectiveness Division
400 Maryland Avenue, SW
Washington, DC 20202
(202) 401-0659
Teachers are eligible for this year-long fellowship (which can be used for service learning) if they have eight years of teaching experience. The fellowship can be used for sabbaticals, innovative programs, or statewide travel/presentation/technical assistance.

DeWitt Wallace-Reader's Digest Fund
261 Madison Avenue
24th Floor
New York, NY 10016
(212) 953-1201
Provides support for the replication of proven and promising programs in service learning as well as for field-wide training and technical assistance activities.

Foundation Center
1001 Connecticut Avenue
Suite 938
Washington, DC
(202) 331-1401
The Foundation Center provides information on foundation and corporate giving, nonprofit management, fundraising, grants for individuals and schools, and foundation management.

Foxfire Teacher Outreach
P.O. Box 541
Mountain City, GA 30562
(706) 746-5318
Provides technical assistance, resources, and training to teachers on involving students in service learning, community projects, and other experiential activities.

Georgia Department of Education
1200 Equitable Building
100 Peachtree Street, NW
Atlanta, GA 30303
(404) 656-3876
The Georgia Community Service Consortium coordinates diverse service initiatives under the auspices of the Georgia Serve! America program. Georgia Serve! America provides seed, expansion, and program grants as well as resources for service programs that include dissemination and replication of exemplary efforts and training and staff development for teachers, students, and community-based program leaders.

Haas Center for Public Service
Stanford University
P.O. Box 5848
Stanford, CA 94309
(415) 725-7388
The Haas Center, in collaboration with Youth Service America and other organizations, sponsors the Service Learning 2000 program. Service Learning 2000 helps classroom teachers incorporate service into every aspect of classroom learning. Presently, 20 demonstration sites are in place at 13 schools.

Hitachi Foundation
1509 22nd Street, NW
Washington, DC 20037
(202) 457-0588
Offers the Yoshiyama Award for Exemplary Service to the Community. The $5,000 award is given annually to 8-10 high school seniors nationwide, based on participation in service activities.

Catheryn Berger Kaye
Service Learning Consultant
13142 Lake Street
Los Angeles, CA 90066
(310) 397-0070
Provides workshops, program and staff development, inservice/training, and presentations on service learning.

Maryland Student Service Alliance (MSSA)
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201-2595
(410) 333-2427
Works with local school systems to develop service-learning programs in Maryland, the first state to establish a service-learning requirement for graduation for public school students. MSSA has produced a teacher training manual, a videotape, and a book of readings on service learning as well as a curricula for students in elementary, middle, high school, and special education.

National Association of Partners in Education, Inc. (NAPE)
209 Madison Street, Suite 401
Alexandria, VA 22314
(703) 836-4880
Through the Innovative Democratic Education And Learning through Service (IDEALS) program, NAPE is introducing, testing, and replicating K-12 service-learning programs. The goals of IDEALS are to help teachers infuse service learning into the curriculum and empower students to serve as resources to the community through service-learning programs. IDEALS provides technical assistance and training for coordinators, educators, and community leaders as well as lesson plans and materials on developing service-learning programs.

National Center for Service Learning in Early Adolescence (NCSLEA)
Center for Advanced Study in Education
Graduate School and University Center
City University of New York
25 West 43rd Street, Suite 612
New York, NY 10036-8099
(212) 642-2947
NCSLEA works to make service learning a possibility for every young person. The Center provides training and technical assistance to practitioners working to implement service-learning programs; collects and disseminates information on effective service-learning models through its Clearinghouse; develops and publicizes standards of quality for service learning involving early adolescents; and conducts research on the impact of service learning on early adolescents.

NCSLEA's Early Adolescent Helper Program has youth helpers work with elementary and pre-school aged children and the elderly, participate in environmental projects, or address community problems. This service is complemented by weekly seminars, led by a trained adult, and based on a comprehensive curriculum designed by NCSLEA. NCSLEA develops and pilots new service-learning models through its Helper Program.

NCSLEA distributes newsletters, program descriptions, training manuals, videotapes, games, resource books, and activity guides. The Center offers training and technical assistance tailored to the needs of individual schools and youth agencies.

National Community Educational Association (NCEA)
3929 Old Lee Highway, Suite 91
Fairfax, VA 22030
(703) 359-8973
NCEA assists school districts, community colleges, and universities nationwide that sponsor service learning through training at national conferences, workshops, and referrals to similar programs. Examples of successful programs have been highlighted in NCEA publications and are available for a small fee.

National Crime Prevention Council (NCPC)
1700 K Street, NW
Second Floor
Washington, DC 20006
(202) 466-6272

Among the NCPC's initiatives is its Youth as Resources program, which provides opportunities for youth to design and run community service projects.

National Diffusion Network (NDN)
Recognition Division
OERI
555 New Jersey Avenue, NW
Washington, DC 20208-5645
(202) 219-2134
NDN funds can be used to promote and disseminate the adoption and/or adaptation of exemplary service-learning models, curricula, and practices. Developer/Demonstrator and State Facilitator grants are available.

National Dropout Prevention Center and Network
Clemson University
Box 345111
Clemson, SC 29634-5111
(803) 656-2599
The Center offers a database of information, organizations, programs, and other resources to those interested in service learning; it also provides technical assistance in setting up mentoring and service-learning programs and well as publications on service learning.

National Endowment for the Humanities
Humanities Projects in Museums and Historical Organizations
Division of Public Programs, Room 420
1100 Pennsylvania Avenue, NW
Washington, DC 20506
(202) 606-8284
The Humanities Project in Museums and Historical Organizations funds service-learning projects in which students focus on historical events, key historical figures, systems of thought, and historical epochs. Grants range from $10,000 to $1 million.

National FFA Center
P.O. Box 15160
Alexandria, VA 22309-0160
(703) 360-3600
FFA (formerly Future Farmers of America) offers agricultural education programs in over 7,700 school districts nationwide.

National Fish and Wildlife Foundation
1120 Connecticut Avenue, NW
Suite 900
Washington, DC 20036
(202) 857-0166
Offers support in the areas of habitat protection and restoration, minority environmental literacy, recruitment and leadership training programs, applied conservation of endangered fish, and wildlife and plant resources.

National Indian Youth Leadership Project (NIYLP)
650 Vandenbosch Parkway
Gallup, NM 87301
(505) 722-9176
NIYLP has been active in service and service-learning programs in Native American communities for 15 years and is committed to reviving the Native traditions of service to others. Schools, tribes, and community agencies serving Native American populations can contact NIYLP for information on service-learning training and technical assistance. Research, articles, and curriculum materials are also available.

National Park Foundation
1101 17th Street, NW
Suite 1102
Washington, D.C. 20036-4704
(202) 785-4500
The philanthropic arm of the National Park Service, the National Park Foundation sponsors the Parks as Classrooms program to bring teachers and students into the national parks for learning and service. The NPF has awarded nearly $500,000 to programs nationwide that are designated Parks as Classrooms. The foundation awarded more than $1.4 million to support nine three-year grants to Parks as Classroom programs targeting fourth-seventh grades.

National Service-Learning Cooperative, Serve-America K-12 Clearinghouse, and National Information Center for Service Learning
See Program Profile on p. 57

National Society for Experiential Education (NSEE)
3509 Haworth Drive, Suite 207
Raleigh, NC 27609
(919) 787-3263
NSEE was awarded a five-year grant from the DeWitt Wallace-Reader's Digest fund to strengthen community service learning and internships in grades 9-12. Through this project, NSEE provides technical assistance, teacher and professional development workshops, a leadership development program, peer consultation, and collaboration. NSEE also offers publications on key issues and practices in experiential education, national and regional conferences, and a National Resource Center for Experiential and Service Learning.

National Youth Leadership Council (NYLC)
1910 West County Road B
St. Paul, MN 55113-1337
(800) 366-6952
NYLC promotes the growth of service learning nationwide through training, materials, technical assistance, and networking. With a five-year grant from the DeWitt Wallace-Reader's Digest Fund, NYLC has established the Generator School Project, a nationwide program in K-8 schools that creates service-learning demonstration laboratories. NYLC's WalkAbout Summer program engages K-12 youth in service-learning projects and pairs high schoolers with college students to do team teaching.

NYLC offers, through its Service-Learning Training Institutes, staff development to educators and others around the nation interested in service learning. One-, two-, and three-day training institutes are tailored to the specific needs of teachers, schools, or districts. Training topics include basic information on service learning and its components, working with community agencies, and strategies for initiating or expanding service-learning projects. NYLC also publishes materials to help educators and others establish service learning and provides other resources and assistance.

Pennsylvania Institute for Environmental and Community Service Learning (PIECSL)
Philadelphia College of Textiles and Science
Henry Avenue and School House Lane
Philadelphia, PA 19144
(215) 951-0343
PIECSL serves as part of the Northeast Regional Technical Assistance Center, which organizes and administers programs and activities to increase community service opportunities in schools, colleges, universities, workplaces, and community-based organizations through full-time youth corps and senior citizen programs. PIECSL also provides teacher training, educational packets and publications, and research on service learning as well as conducts service-learning projects.

The Pennsylvania Service-Learning Resource and Evaluation Network
School of Education
University of Pittsburgh
5D21 Forbes Quadrangle
Pittsburgh, PA 15260
(412) 648-7196
The Network evaluates service-learning programs and provides information, resources, and services to teachers, community organization directors, counselors, youth workers, principals, mental health counselors, community and business leaders, parents, and students.

Points of Light Foundation
1737 H Street, NW
Washington, DC 20006
(202) 223-9186
The Foundation collects and disseminates information on exemplary community service initiatives and programs. Known as ServLink, this effort has resulted in a computerized data bank containing information on more than 2,500 community service programs and some 10,000 service organizations and resource persons.

Schools, districts, and states can use Chapter I program funds fro service-learning projects as long as the projects also meet other Chapter I criteria. Basic and Concentration Grants, State Administration Grants, and State Program Improvement Grants are available. Chapter II grants can also be used for service learning. Contact the U.S.D.O.E. Office of Elementary and Secondary Education at (202) 401-1154 or your state education agency for more information.

Project Service Leadership (PSL)
12703 NW 20th Avenue
Vancouver, WA 98685
(206) 576-5070
PSL provides assistance to educators, schools, and school districts to promote service and service learning. PSL offices technical assistance, curriculum materials, workshops, summer institutes, seminars, a database on service, publications, a newsletter, and a resource center to provide training, consultation, and other assistance and resources.

Quest International
537 Jones Road
P.O. Box 566
Granville, OH 43023-0566
(614) 522-6400
Quest International joined with Lions Club International to form the Lions-Quest Skills for Adolescence and Skills for Growing, which addresses drug prevention programs at the middle and elementary school levels. Quest programs, which include service-learning, are designed to be incorporated into traditional subject areas or can be taught as separate courses. Quest and Lions Clubs International have also developed, in partnership with the National Youth Leadership Council, Skills for Action, a curriculum that brings together youth, educators, families, and community members to address needs in the school and community.

SerVermont
P.O. Box 516
Chester, VT 05143
(802) 875-2278
SerVermont provides supports youth service in Vermont and throughout the U.S. through publications, technical assistance, and training. SerVermont has published *Service Learning from A to Z* and is working with teachers and education-reform leaders across the U.S. to produce sets of curricular materials for elementary, middle, and secondary schools that fuse service activities with integrated subject-matter studies. These "Service Across the Curriculum" materials are expected to be available in 1996.

U.S. Department of Education
Compensatory Education Programs
Office of Elementary and Secondary Education
400 Maryland Avenue
Room 2043
Washington, DC 20202-6132
(202) 401-1682
Schools, districts, and states can use Chapter I program funds for service-learning projects that met Chapter I criteria. In addition, Basic and Concentration grants, State Administration grants, State Program Improvement grants, and Chapter II funds can also be used for service learning. For more information about these grants, contact the U.S. Department of Education at (202) 401-1154 or your state education agency.

U.S. Environmental Protection Agency
Office of Environmental Education, A-107
401 M Street, SW
Washington, DC 20460
(202) 260-9266
Offers grants in the area of environmental protection as well as student awards for participation in environmental projects. EPA also offers free posters, newsletters, curriculum materials, and workbooks.

U.S. Fish and Wildlife Foundation
1120 Connecticut Avenue, NW
Suite 900
Washington, DC 20036
(202) 857-0166
Offers grants for fish and wildlife enhancement and protection.

YMCA Earth Service Corps (YESC)
National Resource Center
909 4th Avenue
Seattle, WA 98104
(800) 733-YESC (9372)
YESC utilizes the YMCA to develop environmental service-learning projects in partnership with high school students, teachers, and schools. Its National Resource Center provides technical assistance and information to those interested in starting a YESC program in their neighborhood.

Young America Cares! (YAC!)
United Way of America
701 North Fairfax Street
Alexandria, VA 22314-2045
(703) 836-7112
YAC! provides materials, technical assistance, and model program development, including free telephone consultation on youth program development, fact sheets on working with local United Way and volunteer centers, educational materials for grades four-six, a resource kit for problem solving, and a brochure describing the program and partnerships among United Ways, volunteer centers, and schools.

Youth Service America (YSA)
1101 15th Street NW, Suite 200
Washington, DC 20005
(202) 296-2992
YSA promotes and supports youth service programs throughout the United States. YSA is a co-host of the Alliance for Service Learning in Education Reform (ASLER) and offers publications, other resources, and training in service learning tailored to meet individual school or teacher needs.

Youth Volunteer Corps of America (YVCA)
6310 Lamar Avenue, Suite 145
Overland Park, KS 66202-4247
(913) 432-9822
YVCA engages youth, ages 11-18, from various ethnic and socio-cultural backgrounds in community problem solving through structured volunteer service. YCVA helps develop programs for schools, teachers, funders, and others interested in starting a community-wide service program. The programs consist of a school-year component (that designs and implements service projects linking school curricula to service) and a summer component, in which youth volunteer teams supervised by trained Team Leaders work full time for up to 10 weeks on projects.

Youth Volunteer Corps affiliates are tied into a national network through the YVCA, and, for an annual fee of $400, receive technical assistance, fundraising materials, program evaluation, volunteer insurance, YCVA publications and publicity, recruitment and program promotion materials, and other benefits.

Additional Organizations and Resources

The following organizations or programs also provide service-learning resources or other information. Where applicable, the information is divided into subject categories. However, this does not rule out the possibility that an organization offers assistance in other areas.

Service and Service Learning

The Association for Experiential Education
University of Colorado
Box 249
Boulder, CO 80309
(303) 492-1547
A membership organization promoting experiential learning and offers many useful publications and training.

Community Service Learning Center
258 Washington Boulevard
Springfield, MA 01108
(413) 734-6857
Offers publications, conferences, and training to promote and expand service learning.

Hands Across The Seas (HATS)
Institute for International Studies
278 Social Science Building
University of Minnesota
Minneapolis, MN 55455
Experiential education project for third- to eighth-grade students linking schools locally, nationally, and globally through video letters, culture boxes, research projects, and service learning.

Institute for Responsive Education
605 Commonwealth Avenue
Boston, MA 02215
(617) 353-3309

National Center for Service Learning & School Change
Pennsylvania Department of Education
333 Market Street, 8th Floor
Harrisburg, PA 17126
(717) 787-6749

National Service Secretariat
5140 Sherier Place, NW
Washington, DC 20016
(202) 244-5828

VISTA/Service-Learning Programs
806 Connecticut Avenue
Room 1000
Washington, DC 20525
(800) 922-1400

Youth Community Service
25 Churchill Avenue
Palo Alto, CA 94306

Youth Voice Project
Department of Communication Studies
Bingham Hall
UNC-Chapel Hill
Chapel Hill, NC 27599
(919) 962-0012

Aging

American Association of Retired Persons
601 E Street, NW
Washington, DC 20049
(202) 434-2277

BiFolkal Productions
809 Williamson Street
Madison, WI 53703
(608) 251-2818
Training and activity materials for youth working with senior citizens.

Generations Together
Suite 300
121 University Place
University of Pittsburgh
Pittsburgh, PA 15260-5907
(412) 648-2209

National Gray Panthers
1424 16th Street, NW
Suite 606
Washington, DC 20036
(202) 387-3111

Animals/Endangered Species

American Society for the Prevention of Cruelty to Animals
Education Office
441 East 92nd Street
New York, NY 10128
(212) 876-7700
Educational materials on the humane treatment of animals.

Children's Action for Animals
Massachusetts Society for Prevention of Cruelty to Animals
350 South Huntington Avenue
Boston, MA 02130
(617) 522-7400
Posters and corresponding worksheets, $18 per year.

Citizenship

League of Women Voters
1730 M Street, NW
Washington, DC 20036
(202) 429-1965

National Association for the Advancement of Colored People
4805 Mount Hope Drive
Baltimore, MD 21215
(410) 358-8900

New Society Educational Foundation
4527 Springfield Avenue
Philadelphia, PA 19143
(800) 333-9093
Offers a variety of books on peace, feminism, environmentalism, social justice, decentralism, human rights, and global issues.

Culture/Inclusion

Associated Publishers
1407 14th Street, NW
Washington, DC 20005
(202) 265-1441
K-12 students learn about black history; $2 catalog with listing of books, videotapes, pictures, lessons, pamphlets.

Children's Book Press
6400 Hollis Street
Suite 4
Emeryville, CA 94608
(415) 655-3395
Free catalog of multicultural and bilingual picture books for ages 4-12.

Daybreak Star Reader
1945 Yale Place East
Seattle, WA 98102
(206) 325-0070
Information on Native American publications.

International Pen Friends
Box 290065
Brooklyn, NY 11229-0001
Headquartered in Dublin, Ireland; 250,000 pen pals of all ages in 153 countries.

Macmillan Publishing Company
866 Third Avenue
New York, NY 10022
(212) 702-2000
Free list of K-12 multicultural books.

United Indians of All Tribes
Daybreak Star Center
P.O. Box 99100
Seattle, WA 98199-0100
(206) 285-4425 or (206) 343-3111
K-12 curriculum and cultural programs relating to Native Americans.

U.S. Postal Service Olympic Pen Pal Club
P.O. Box 9419
Gaithersburg, MD 20898-9419
(800) 552-3922 (3-9 p.m. EST)
For $5.95, club matches members, via computer, with youth 6-18 for cross-cultural friendship from peers in 14 countries. Students receive letter-writing kit and world map.

Disabilities

International Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
(713) 620-3660

Special Olympics International
1350 New York Avenue, Suite 500
Washington, DC 20005
(202) 628-3630

Environmental

Acid Rain Foundation
1410 Varsity Drive
Raleigh, NC 27606
(919) 828-9443
K-12 educational materials.

Adopt A Stream Foundation
P.O. Box 5558
Everett, WA 98201

Bat Pig (Bash All Trash! Pollution Is Gross!)
8 Standish Way, Unit 7
Amherst, NH 03031
(603) 672-2330
Activity kits for elementary students.

Bullfrog Films Catalog
P.O. Box 149
Oley, PA 19547
(800) 543-3764
List of films and videotapes on environmental issues.

Children's Rain Forest
P.O. Box 936
Lewiston, ME 04240
(207) 784-1069 or (207) 777-1370
Information on children's project to save the Costa Rican rain forest.

Citizens' Clearinghouse for Hazardous Waste
P.O. Box 6806
Falls Church, VA 22040
(703) 237-2249
"How-to" educational handbooks.

Cultural Survival
11 Divinity Street
Cambridge, MA 02138
Information on issues affecting indigenous peoples.

Earth Education Sourcebook
Institute for Earth Education
Dept. ET2, Box 288
Warrenville, IL 60555
(509) 395-2299

Friends of the Earth
218 D Street, SE
Washington, DC 20003
(202) 544-2600
Newsletters, information, volunteer programs.

Global Re-Leaf Program
American Forestry Association
P.O. Box 2000
Washington, DC 20013
(800) 368-5748 or (202) 667-3300
Information on trees.

KAP (Kids Against Pollution)
Tenakill School
275 High Street
Closter, NJ 07624
(201) 768-1332
Send $6 to join a kids' network against pollution.

Kids for Saving Earth
International Headquarters
PO Box 47247
Plymouth, MN 55447
Network of clubs and teacher's guide written for kids.

National Arbor Day Foundation
100 Arbor Avenue
Nebraska City, NE 68410
(402) 474-5655
Join and receive free seedlings and information about trees.

National Association of Service & Conservation Corps
1001 Connecticut Avenue, NW
Washington, DC 20036
(202) 331-9647

National Geographic Society
P.O. Box 2895
Washington, DC 20077-9960

Rain Forest Action Network
501 Broadway, Suite A
San Francisco, CA 94133
(415) 398-4404

World Wildlife Federation
(800) CALL WWF

Peace/Conflict Resolution

Center for Affective Learning
New Hampshire Community Service Network
RFD #1 Box 762
Campton, NH 03223
(603) 726-3422

United States Institute for Peace
1150 M Street, NW, Suite 700
Washington, DC 20005-1708
(202) 457-1700
Resource materials on international conflict resolution.

University of Minnesota
Cooperative Learning Center
202 Pattee Hall
150 Pillsbury Drive, SE
Minneapolis, MN 55455-2098
(612) 624-7031
Books, training, and materials on student conflict resolution.

Children's Issues

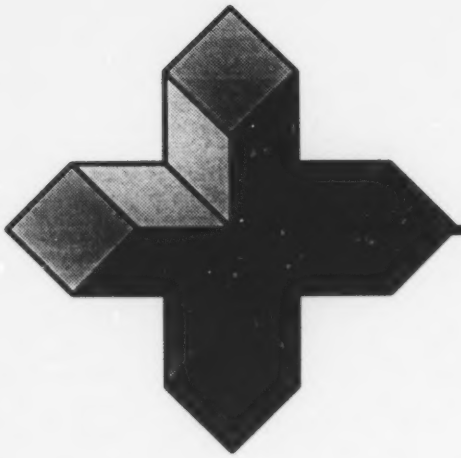
Children's Defense Fund
122 C Street, NW
Washington, DC 20001
(202) 628-8787
Provides research, public education, policy initiatives, coalition building, and advocacy.

Save the Children
World Map-A-Thon
P.O. Box 990
Westport, CT 06881
(203) 221-4275
Fourth- through ninth-graders encouraged to raise money for world's poor children. Kit includes fund-raising and teaching guides, maps, lessons, and poster.

Local Organizations Supporting Service Learning

The following organizations and programs are listed as possible state and local resources and/or partners. Though most of them have national affiliations, their connection to local communities is usually close enough that they can respond directly to requests for assistance or can serve as conduits to the national organization. Most of them have been associated with service-learning programs in one way or another and may have ongoing service activities.

- American Heart Association
- Big Brothers/Big Sisters
- Boy Scouts
- Chevron
- Civitan
- Coast Guard Auxiliary
- Democratic & Republican parties
- Easter Seals
- Food Bank
- 4-H Extension Office
- Girl Scouts
- Goodwill
- Habitat for Humanity
- Humane Society
- Jaycees
- Knights of Columbus
- League of Women Voters
- Lions Club (Elks, Moose, Oddfellows, Shriners, Optimist's Club, etc.)
- March of Dimes
- Mothers Against Drunk Driving (M.A.D.D.)
- NEA
- 100 Black Men of America
- Palmetto Project (South Carolina service learning network)
- Planned Parenthood
- Police Benevolent Association
- Rails-to-Trails
- Red Cross
- Refuge House
- Ronald McDonald House
- Salvation Army
- Scottish Rites Temple
- Sierra Club
- Southern Bell
- Students Against Drunk Driving (S.A.D.D.)
- Tennessee Valley Authority
- United Way
- Urban League
- Veterans of Foreign Wars
- Welcome Wagon/Meals on Wheels



Appendices

A. Standards of Quality for School-Based Service Learning

B. Ten Principles of Good Practice for Combining Service and Learning

C. 60-Minute Community Search

D. Sample Interdisciplinary Planning Forms

Standards of Quality for School-Based Service Learning

Service learning is a method by which young people learn and develop through active participation in thoughtfully-organized service experiences that

- meet actual community needs
- are coordinated in collaboration with the school and community
- are integrated into each young person's academic curriculum
- provide structured time for a young person to think, talk, and write about what he/she did and saw during the actual service activity
- provide opportunities to use newly acquired academic skills and knowledge in "real life" situations in their communities
- enhance what is taught in the school by extending student learning beyond the classroom
- help foster the development of a sense of caring for others

The Standards

I. Effective service-learning efforts strengthen service and academic learning.
II. Model service learning provides concrete opportunities for youth to learn new skills, to think critically, and to test new roles in an environment that encourages risk-taking and rewards competence.
III. Preparation and reflection are essential elements in service learning.
IV. Students' efforts are recognized by their peers and the community they serve.
V. Youth are involved in the planning.
VI. The service students perform makes a meaningful contribution to the community.
VII. Effective service learning integrates systematic formative and summative evaluation.
VIII. Service learning connects a school and its community in new and positive ways.
IX. Service learning is understood and supported as an integral element in the life of a school and its community.
X. Skilled adult guidance and supervision are essential to the success of service learning.
XI. Pre-service and staff development which include the philosophy and methodology of service learning best ensure that program quality and continuity are maintained.

Source: Alliance for Service Learning in Education Reform. (1993). *Standards of quality for school-based service learning*. Chester, VT: Author. The complete standards are available for $3 from NYLC, 1910 West County Road B, Roseville, MN 55113 (800) 366-6952.

Ten Principles of Good Practice for Combining Service and Learning

The following principles were developed by representatives from 77 national and regional groups involved in service and learning. An effective and sustained program

1. **Engages people in responsible and challenging actions for the common good.**
   Participants in programs combining service and learning should engage in tasks that they and society recognize as important. These actions should require reaching beyond one's range of previous knowledge or experience. Active participation—not merely being a spectator or visitor—requires accountability for one's actions, involves the right to take risks, and gives participants the opportunity to experience the consequences of those actions for others and for themselves.

2. **Provides structured opportunities for people to reflect critically on their service experience.**
   The service experience alone does not ensure that either significant learning or effective service will occur. It is important that programs build in structured opportunities for participants to think about their experience and what they have learned. Through discussions with others and individual reflection on moral questions and relevant issues, participants can develop a better sense of social responsibility, advocacy, and active citizenship. This reflective component allows for personal growth and is most useful when it is intentional and continuous throughout the experience and when opportunity for feedback is provided. Ideally, feedback will come from those persons being served as well as from peers and program leaders.

3. **Articulates clear service and learning goals for everyone involved.**
   From the outset of the project, participants and service recipients alike must have a clear sense of (1) what is to be accomplished and (2) what is to be learned. These service and learning goals must be agreed upon through negotiations with all parties and in the context of the traditions and cultures of the local community. These goals should reflect the creative and imaginative input of those providing the service as well as those receiving it. Attention to this important factor of mutuality in the service-learning exchange protects the service from becoming patronizing charity.

4. **Allows for those with needs to define those needs.**
   The recipients of service as well as the community groups and constituencies to which they belong must have the primary role in defining their own service needs. Community service programs, government agencies, and private organizations can also be helpful in defining what service tasks are needed and when and how these tasks should be performed.

5. **Clarifies the responsibilities of each person and organization involved.**
   Several parties are potentially involved in any service and learning program: participants (students, teachers, volunteers of all ages), community leaders, service supervisors, and sponsoring organizations as well as those individuals and groups receiving the services. It is important to clarify roles and responsibilities of these parties through a negotiation process as the program is being developed. This negotiation should include identifying and assigning responsibility for the tasks to be done, while acknowledging the values and principles important to all the parties involved.

6. **Matches service providers and service needs through a process that recognizes changing circumstances.**
   Because people are often changed by the service and learning experience, effective programs must build in opportunities for continuous feedback about the changing service needs and growing service skills of those involved. Ideally, participation in the service partnership affects personal development in areas such as intellect, ethics, cross-cultural understanding, empathy, leadership, and citizenship.

7. **Expects genuine, active, and sustained organizational commitment.**
   In order for a program to be effective, it must have a strong, ongoing commitment from both the sponsoring and the receiving organizations. Ideally, this commitment will take many forms, including reference to both service and learning in the organization's mission statement. Effective programs must receive administrative support; become line items in the organization's budget; be allocated appropriate physical space, equipment, and transportation; and allow for scheduled release time for participants and program leaders.

8. **Includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.**
   The most effective service and learning programs are sensitive to the importance of training, supervision, and monitoring of progress throughout the program. This is a reciprocal responsibility and requires open communication between those offering and those receiving the service. In partnership, sponsoring and receiving organizations should recognize the value of service through appropriate acknowledgment of individual and group service. Planned, formalized, and ongoing evaluation of service and learning projects should be part of every program and involve all participants.

9. **Insures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.**
   In order to be useful to all parties involved, some service activities require longer participation and/or a greater time commitment than others. The length of the experience and the amount of time required are determined by the service tasks involved and should be negotiated by all the parties.

10. **Is committed to program participation by and with diverse populations.**
    A good service and learning program promotes access and removes barriers to participation. Those responsible for participation in a program should make every effort to include and welcome persons from differing backgrounds as well as those of varied ages, genders, economic levels, and those with disabilities. Less obvious, but very important, is the need for sensitivity to other barriers, such as lack of transportation; family, work, and school responsibilities; concern for physical safety; or uncertainty about one's ability to make a contribution.

Honnet, E., & Poulsen, S. (Eds.). (1989). *Principles of good practice for combining service and learning*. Racine, WI: Johnson Foundation. The complete publication is available from the Johnson Foundation, Inc., Racine, WI 53401-0547 (414) 681-3344.

60-Minute Community Search

A community search is an excellent way to empower students by having them identify service needs and opportunities near the school. This exercise has the added benefit of identifying sites that, because of their proximity to the school, do not require additional funds or special arrangements for transportation.

To prepare, you need the following:

- enthusiastic student volunteers
- maps of school area—one per group
- pens
- service opportunity profile worksheets (see next page)

Organizing Groups (30 minutes):

- Obtain an up-to-date street map of your school community (from home, a gas station, AAA, the library, etc.)
- Locate your school on the map and draw a one-mile radius around the campus. Divide the area around the school into "pie" pieces to match the number of areas you will search or the number of groups of students to be sent out.
- Divide participants into small groups (3-5)—one group for each pie piece.
- Give each team a copy of the map and ten service opportunity profile worksheets.

Search (60 minutes plus 15-minute debrief):

- Each team has an hour to search the community on foot. Look for schools (including your own), retirement homes/senior centers, libraries, hospitals, parks that need work, walls covered with graffiti, businesses that might sponsor group efforts, and any other opportunity that interests participants.
- Each time you spot a prospect, mark the name and address on a service opportunity profile worksheet and the location on the map. If possible, go inside and tell them about your group. Find out the organization's phone number, a contact person, and other useful information.
- Meet back at school to debrief. Share your findings with other groups. Use the findings to generate a list of project ideas. Highlight people you met who would be good to speak about their needs. This list can be saved and updated for future projects.

Service Opportunity Profile Worksheet

Name of agency/business:

Contact person:

Address:

Phone:

Distance from school:

Services provided by agency/business:

Population served:

Languages spoken:

Geographic service area:

Services that are needed/could be done:

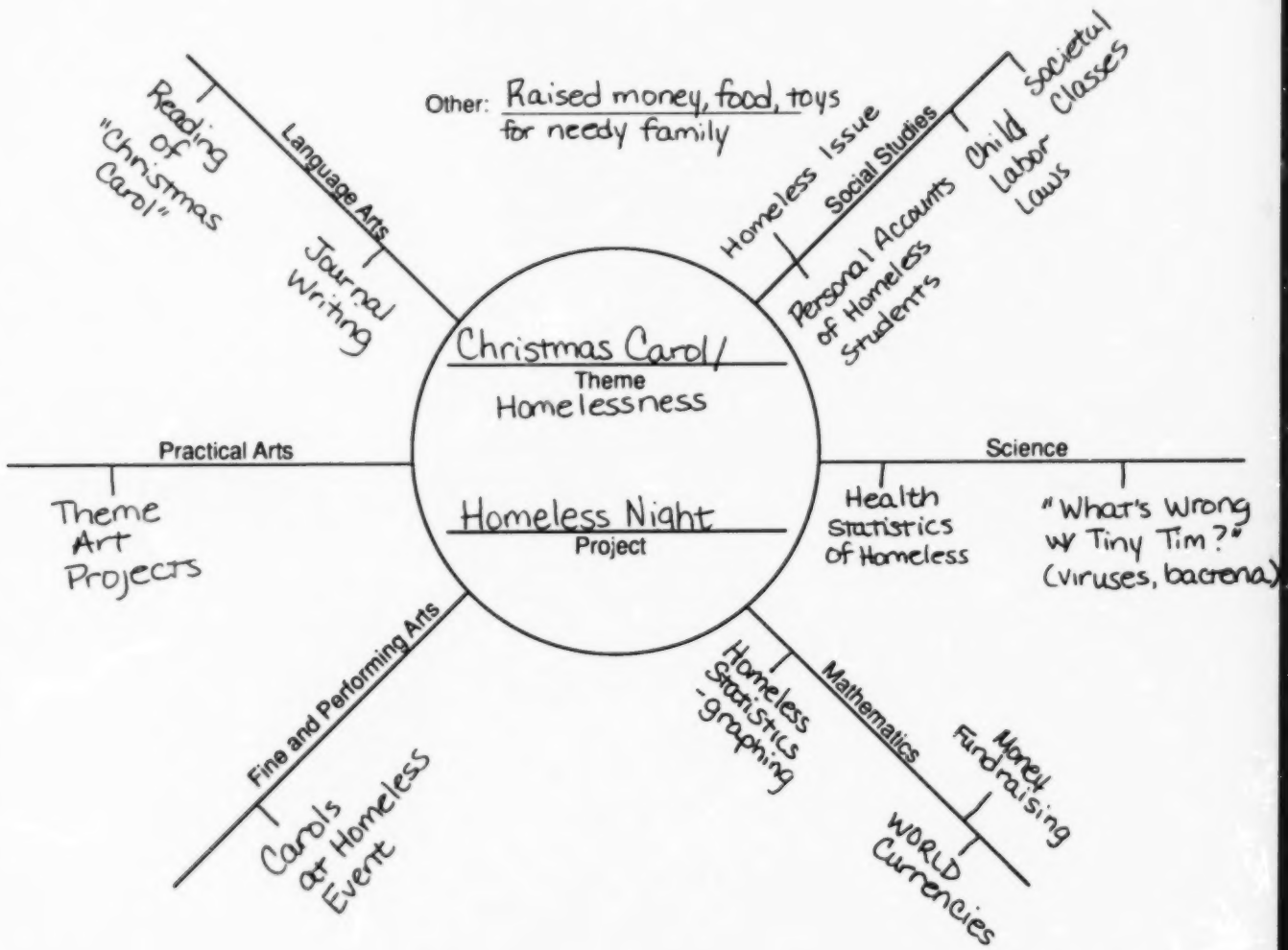
Information submitted by:

Date:

Source: Constitutional Rights Foundation, 1992.

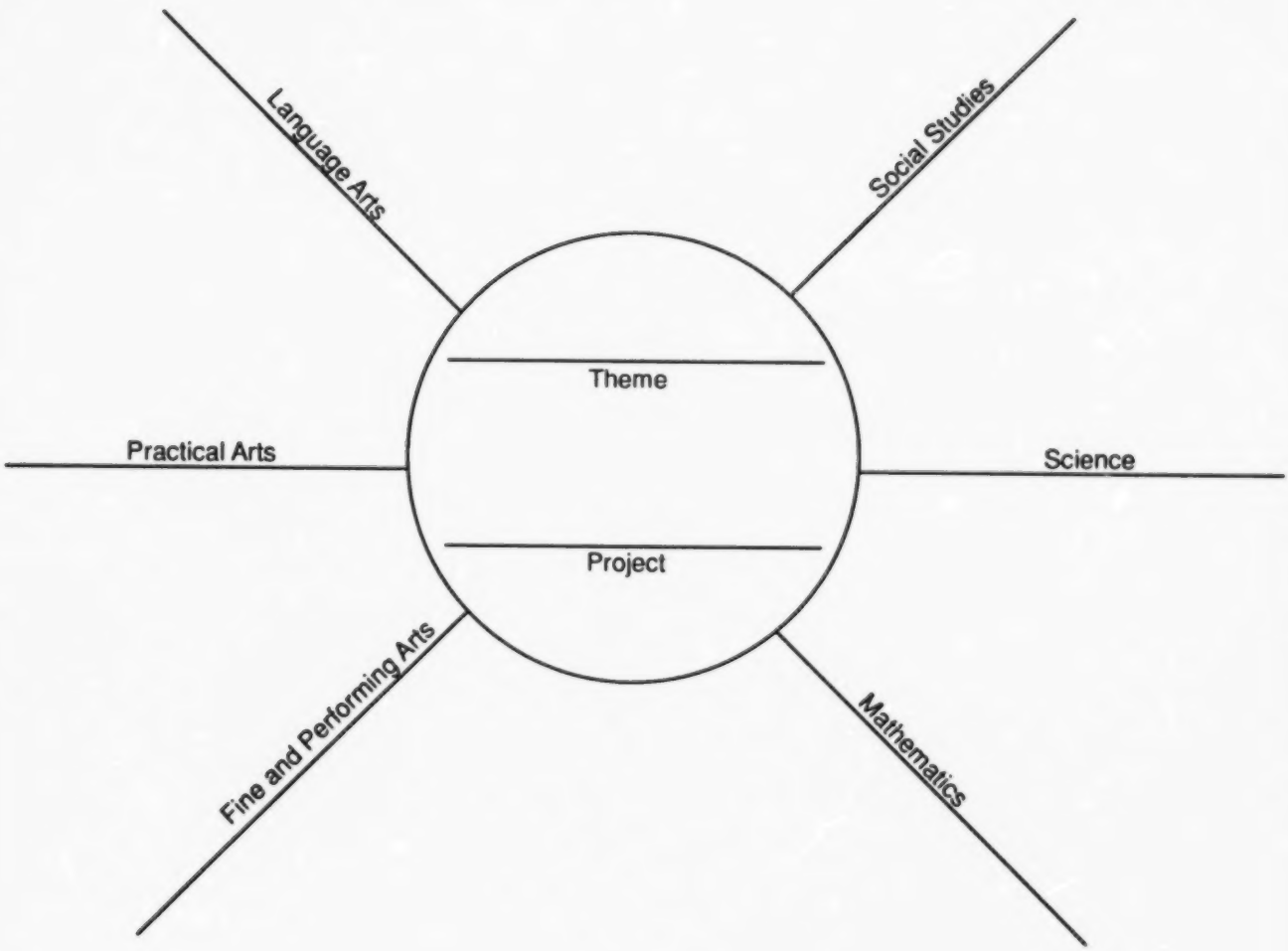
Sample Interdisciplinary Planning Form

The Interdisciplinary Planning Form is designed to be used by interdisciplinary teacher teams from K-12. As the example below illustrates (from Waseca Middle School in Minnesota), a single theme can have applications in multiple subjects. Service projects related to the theme meet criteria for every subject. A blank form is offered for your use on the following page.



Source: Cairn & Kielsmeier, 1991

Other: _____


Language Arts
Social Studies
Theme
Practical Arts
Science
Project
Fine and Performing Arts
Mathematics

Bibliography

Acken, J., Addison, J., Haight, D., Hall, M., Hill, D., Maffitt, S., & Pollack, T. (1993). *Serve America! Service learning at work in K-12 schools: Developing strategies to promote quality and overcome implementation barriers.* Palo Alto, CA: Service-Learning 2000.

ACTION. (1972). *Service-learning: A guide for college students.* Washington, DC: Author.

ACTION. (1981). *The service-learning education: A guide for program management.* Raleigh, NC: National Society for Internships and Experiential Education.

Alliance for Service Learning in Education Reform. (1993). *Standards of quality for school-based service learning.* Chester, VT: Vermont Schoolhouse Press.

Altman, J., & Malarkey, T. (1994, January). Challenges of replicating success. *Currents*, p. 7.

Around the Delaware Valley. (1993, Fall). *InterChange*, p. 4.

Barbee, B. (1993). *Serve-America grantees.* Raleigh, NC: Governor's Office of Citizen's Affairs.

Bernard, B. (1990, January). Youth service: From youth as problems to youth as resources. *Prevention Forum*, p. 6.

Blumling, R. (1989, April). Student volunteer service: Ways to strengthen community links. School-based community service programs in Pennsylvania schools. *PSBA Bulletin.*

Brevard Community College. (1991). *Center for service-learning: Overview and guide to services.* (Available from the Center for Service-Learning, Brevard Community College, 1519 Clearlake Road, Cocoa, FL 32922.)

Briscoe, J., & Linkmeyer, G. (1988). *Case studies in Pennsylvania service-learning. PennSERV: The governor's initiative in citizen service.* Harrisburg, PA: PennSERV.

Browne, K. (1994, January). Challenges of replicating success. *Currents*, p. 10.

Cairn, R., & Coble, T. (1993). *Learning by giving: K-8 service-learning curriculum guide.* St. Paul, MN: National Youth Leadership Council.

Cairn, R., & Kielsmeier, J. (1991). *Growing hope: A sourcebook on integrating youth service into the school curriculum.* Roseville, MN: National Youth Leadership Council.

Collins, D. (1991). *Teaching for service: A faculty guide.* (Available from the Center for Service-Learning, Brevard Community College, 1519 Clearlake Road, Cocoa, FL 32922.)

Community service is elementary! (1990, Fall). *Network*, p. 1.

Conrad, D., & Hedin, D. (1989). *High school community service: A review of research and programs.* Madison, WI: National Center on Effective Schools.

Conrad, D., & Hedin, D. (1990a). Youth program models. In J. C. Kendall (Ed.), *Combining service and learning: A resource book for community and public service* (Vol. II) (pp. 61-68). Raleigh, NC: National Society for Internships and Experiential Education.

Conrad, D., & Hedin, D. (1990b). Practical issues for youth programs: Recruitment, liability, transportation. In J. C . Kendall (Ed.), *Combining service and learning: A resource book for community and public service* (Vol. II) (pp. 100-108). Raleigh, NC: National Society for Internships and Experiential Education.

Constitutional Rights Foundation. (1992). *60-minute community search.* Los Angeles, CA: Author.

Constitutional Rights Foundation. (1993). *Proposals funded for 1992-93: Maurice R. Robinson Fund School Youth Service Mini-Grant Program.* Los Angeles: Author.

Council of Chief State School Officers. (1994). *The service learning planning and resource guide.* Washington, DC: Author.

Croft, J. (1993, May 26). Youths to help write book on black Glades pioneer. *Palm Beach Post*, pp. 1b, 21b.

Dansky, Y. (1993). Community service learning: Providing transition for deaf students. *Pennsylvania Pride, 1*(3), 2.

District 622. (1993). *1992-93 Youth service learning grant summary.* Maplewood, MN: Community Education Department.

Donahue-Keegan, D. (1993). *Community service learning in the Boston Public Schools: 1992-1993 program yearbook.* Medford, MA: Lincoln Filene Center, Tufts University.

Droege, A. (1994, Spring). Tools of the trade: Evaluation. *The Campus Volunteer*, p. 3.

Duckenfield, M., & Swanson, L. (1992). *Service learning: Meeting the needs of youth at risk.* Clemson, SC: National Dropout Prevention Center.

Fenstermacher, B. (1990). Infusing service-learning into the curriculum. In J. C . Kendall (Ed.), *Combining service and learning: A resource book for community and public service* (Vol. II) (pp. 194-197). Raleigh, NC: National Society for Internships and Experiential Education.

Fertman, C. (1993). *The Pennsylvania service learning resource and evaluation network handbook.* Harrisburg, PA: PennSERVE.

Florida Department of Education. (1992, August). *Serve-America grant program application.* (Available from Florida Department of Education, Suite 414, 325 West Gaines Street, Tallahassee, FL 32399-0400.)

Frantz, J. (1994, Winter). Pine Grove Area Middle School community services update. *Pennsylvania Pride*, p. 2.

Garvin, J. (1993, Summer). KIDSucceed. *Community Roles for Youth*, pp. 5-6.

George, F. (1993, Summer). From the clearinghouse. *Community Roles for Youth*, p. 3.

Gibbs, E. (1993). Designing and implementing an integrated service-learning curriculum. *NSEE Quarterly, 19*(1), pp. 10-11, 24.

Gish, G. L. (1990). The learning cycle. In J. C. Kendall (Ed.), *Combining service and learning: A resource book for community and public service* (Vol. II) (pp. 198- 99). Raleigh, NC: National Society for Internships and Experiential Education.

Grasmick, N. S. (1993, April 7). Commentary: Learning through service. *Education Week*, p. 30.

Green tree. (1993, Winter). *Pennsylvania Pride*, pp. 1, 10.

Haines, M. (1990). Volunteers: How to find them . . . How to keep them.

Halstead, A. (1993, Summer). Sample seminar: 50 minutes. *Community Roles for Youth*, p. 7.

Hanna, G. M. (Ed.). (1992). *Celebrating our tradition, charting our future.* Proceedings of the 20th International Conference of the Association for Experiential Education.

Harrington, D., & Schine, J. (1989). *Connections: Service learning in the middle grades.* New York: University Center of the City University of New York.

Harrison School District. (1993). *Youth as resources. Service learning projects with the Harrison District of the Evansville-Vanderburgh School Corporation.* Evansville, IN: Author.

Heffron, K. (1994). School-community agency collaborations: Preparing high school students for community experience. *NSEE Quarterly, 19*(2), p. 11.

Herr, E. (1991). *Guidance and counseling: A shared responsibility.* Alexandria, VA: National Association of College Admission Counselors.

Honnet, E., & Poulsen, S. (1989). Principles of good practice for combining service and learning. Racine, WI: Johnson Foundation.

Hume, G. (1992). *Youth service directory: A resource guide for teachers.* (Available from Harmony Community Education Center, 1961 East County Road C, Maplewood, MN 55109.)

Intergenerational life history. (1993, Fall). *InterChange*, p. 2.

Kaye, C. (1989, Spring). Starting off right with teachers and administrators. *Network*, pp. 8-9.

Kaye, C. (1992.) *StarServe bookshelf.* Santa Monica, CA: StarServe Foundation.

Kelley, M., Follman, J., Tebo, M., & Hammond, C. (1992). *Learning by serving: A guide to service-learning and other youth community service programs.* Tallahassee, FL: Florida Department of Education.

Kendall, J. C., & Associates. (Ed.). (1990a). *Combining service and learning: A resource book for community and public service* (Vol. I). Raleigh, NC: National Society for Internships and Experiential Education.

Kendall, J. C., & Associates. (Ed.). (1990b). *Combining service and learning: A resource book for community and public service* (Vol. II). Raleigh, NC: National Society for Internships and Experiential Education.

Krauss, C. (1993, June 17). Clinton wins key votes on plan for service tied to school loans. *New York Times*, pp. A1, A10.

Krueger, R. (1988). *Focus groups: A practical guide for applied research.* Newbury Park, CA: Sage Publications.

Lamar, J. (1993). And this is the house that Wakulla High School built. *Tallahassee Democrat*, pp. 5B, 6B.

Lawton, M. (1992a, August 5). Md. becomes first state to mandate student service. *Education Week.*

Lawton, M. (1992b, June 17). Programs to share $63 million through G. I. bill for service. *Education Week*, p. 5.

Leadership for Community Renewal. (1994). Proceedings from the National Service-Learning Conference, March 3-5, 1994, Albuquerque, N.M.

Lennon, J. (1991). Public service: The urban conservation corps movement. *Environment, 33*(2), pp. 44-45.

Lets set live-up-to goals. (1993, june 30). *Miami Herald*, p. 6.

Lewis, A. C. (1988). *Facts and faith: A status report on youth service*. Washington, DC: Grant Foundation Commission on Work, Family, and Citizenship.

Lim, G. (1993, May 25). Teen tutors give kids a peer advantage. *Miami Herald*, p. 19.

Liu, G., & Mintz, S. (1994). *National and community service: Roles for higher education. A resource guide*. Washington, DC: Corporation for National and Community Service.

Los Angeles Unified School District. (1993). *Project summary of ninth-grade service-learning program at John Marshall High School*. (Available from Marshall High School, 3939 Tracy Street, Los Angeles, CA 90027 (213) 660-1440.)

Luce, J. (Ed.). (1990). *Service-learning: An annotated bibliography*. Raleigh, NC: National Society for Internships and Experiential Education.

MacMichol, R. (1990, April). Gig Harbor: A school building on service. *Service Line*, pp. 2-3.

McHale, J. (1992). Michigan's young philanthropists. *Generator, 12*(2), p. 8.

McPherson, K. (1990). Finding time for classroom-based community service. In J. C. Kendall (Ed.), *Combining service and learning: A resource book for community and public service* (Vol. II) (pp. 208-209). Raleigh, NC: National Society for Internships and Experiential Education.

McPherson, K. (1991, June). Project Service Leadership: School service projects in Washington state. *Phi Delta Kappan*, pp. 750-753.

McPherson, K., & Nebgen, M. K. (1991, May). Connections: Community service and school reform recommendations. *Education and Urban Society*, pp. 326-334.

Miller, L. (1993, September 15). National Park Service rediscovers natural lessons of its scenic wonders. *Education Week*, pp. 6-7.

Miller, M. (1993, May 3). Lyman High: Where the small rule the halls—and hearts. *Orlando Sentinel*, pp. A-1, A-4.

Mount Vernon school fosters service ethic. (1994, Winter). *Service Line*, p. 11.

Myers, C. (1993, April). *Why is noitcelfeRReflection so important anyway?* Paper presented at the National Service Learning Conference, Minneapolis, Minnesota.

Nathan, J. (1990, April 25). Toward a vision of students as "citizens." *Education Week*, p. 32.

National Center for Service Learning in Early Adolescence. (1994). (Information from NCSLEA Clearinghouse Database.)

North St. Paul-Maplewood-Oakdale Schools. *Tapestry of service*. St. Paul, MN: Author.

Operation cooperation. (1993, Spring). *Pennsylvania Pride*, p. 12.

Oral history program ideas. (1993, Fall). *InterChange*, pp. 5, 9.

Parsons, C. (1988). *SerVermont and the USA*. Chester, VT: Vermont Schoolhouse Press.

Parsons, C. (1991). *Service Learning from A to Z*. Chester, VT: Vermont Schoolhouse Press.

Phillips Academy. (1993). *Community service, Phillips Academy, 1993-1994*. Andover, MA: Author.

Plumberg, G. (1992). Oklahoma students lobby for service credit. *Generator, 12*(2), p. 11.

Points of Light Foundation. *Get ready for anything!* Washington, DC: Author.

Points of Light Foundation. (1993). (Program information source from PLF ServLink Database, Washington, D.C.)

Pomata, F. (1993). The Staten Island Service-Learning Academy: The birth of a school where service is central. *Experiential Education, 18*(3), pp. 6, 16.

Press, D. (1993). Coming together: High school and fifth-grade students share ideas. *ServiceLine, 3*(3), p. 10.

Quest Energizer. (1992, Spring). (Available from Quest International, 537 Jones Road, P.O. Box 566, Granville, OH, 43023.)

Reese, C., & Peterson, B. (1994, Winter). H.E.R.O.S.: A schoolwide approach to service. *Service Line*, pp. 1, 4.

Rocha, V. (1993, March/April). Clinton's national service "adventure" on fast track. *Youth Today*, p. 24.

Sagawa, S., & Halperin, S. (Eds.) (1993). *Visions of service: The future of the National and Community Service Act*. Washington, DC: National Womens Law Center and American Youth Policy Forum.

Sausjord, I. (1993). Research on children, youth, and prejudice: Some implications for service learning. *CRF Network, 4*(3), pp. 1-3.
Schapiro, R. (1990). Assignment: Make a difference. *Teacher Magazine*, p. 60.
Schoettler, J. (1993, June 3). Students put a lens on crime. *Florida Times-Union*, pp. B-1, B-3.
School of Education, University of Pittsburgh. (1993, December). (Information from the Pennsylvania Service-Learning Directory, Pittsburgh, Pennsylvania.)
Seider, J. J. (1993, April 4). New Georgia peach: A volunteer corps. *Education Life*, p. 7.
Seidman, A., & Tremper, C. (1994). *Legal issues for service-learning programs*. Washington, DC: Non-profit Risk Management Center.
Seligsohn, P. (1993). Brighter future at Farrell School's intergenerational program. *Pennsylvania Pride, 2*(1), p. 2.
Shannon, M. (1992, Fall). Reflections on service learning in light of Foxfire. *Pennsylvania Pride*, p. 5.
Sigmon, R. (1979). Service-learning: Three principles. *Synergist, 8*(1), 9.
Smallridge, R. (1993, June 1). Students learn about quilting, cooperation. *Tallahassee Democrat*, p. 3C.
The spirit of LA. (1993). *CRF Network, 4*(3).
StarServe Foundation. (1991). *For teachers: Using community service to involve parents*. Santa Monica, CA: Author.
StarServe Foundation. (1992a). *Classroom connections: Homelessness and hunger, the elderly*. Santa Monica, CA: Author.
StarServe Foundation. (1992b). *Resource directory*. Santa Monica, CA: Author.
StarServe Foundation. (1993). *Elucidation: Profiles to understand the role of student service in school improvement*. Santa Monica, CA: Author.
Student community service looks like a promising idea. (1992, August 4). *Tampa Tribune*, p. 26.
Thinking locally. (1993, Fall). *Only Green World*, p. 6-9.
Toole, P., & Toole, J. (1994). *An orientation to service-learning*. Minneapolis, MN: National Youth Leadership Council.
Too young? (1993, Summer). *Action Update*, p. 3.
The value of service. (1992, August 9). *Atlanta Times*, p. 2D.
Vaughn, J. (1994, Winter). Hunger: An international affair. *Service Line*, p. 2.
Voice/Vision & and the Campus Volunteer. (Available from Florida Campus Compact, Brevard Community College, 1519 Clearlake Road, Cocoa, FL 32922.)
Voyles, K. (1993, September 20). Dixie kids dig composting. *Gainesville Sun*, pp. 1B, 5B.
Warner, G. C. (1890). *The boxcar children*. Chicago: Albert Whitman.
Watkins, J., & Wilkes, D. (1993). *Promising service-learning programs*. Tallahassee, FL: SouthEastern Regional Vision for Education.
Wertz, S. (1993, Fall). Program highlight: Computer link-up builds friendships. *ServiceLine*, pp. 2, 6.
William T. Grant Foundation. (1991). *State and communities on the move: Policy initiatives to create a world-class work force*. Washington, DC: Author.
YMCA Earth Service Corps. (1993). *Only Green World, 1*(2), p. 9.
Yohalem, N., & Weinstein, A. (1994, Spring). Tapping the potential: Service-learning and High Scope's programs for adolescents. *High Scope Resource*, pp. 4-8.
Zawacki, V. (1990). A structure for reflection. In J. C. Kendall (Ed.), *Combining service and learning: A resource book for community and public service* (Vol. II) (pp. 72-74). Raleigh, NC: National Society for Internships and Experiential Education.
Zimmerman, J. E. (1990). Journal as dialogue. In J. C. Kendall (Ed.), *Combining service and learning: A resource book for community and public service* (Vol. II) (pp. 68-72). Raleigh, NC: National Society for Internships and Experiential Education.

SERVE
SouthEastern Regional Vision for Education

PRODUCTS AND SERVICES ORDER FORM

Hot Topics–$7.00

Developed with input from educators throughout the Southeast, these research-based guidebooks offer information, resources, descriptions of exemplary programs, and contacts for additional information.

Quantity

Appreciating Differences: Teaching and Learning in a Culturally Diverse Classroom (116 pages—Revised and expanded edition, HTADI) _____

Children Exposed to Drugs: Meeting their Needs (130 pages, HTSEC) _____

Comprehensive School Improvement (95 pages, HTCSI) _____

Interagency Collaboration: Improving the Delivery of Services to Children and Families (118 pages, HTICD) _____

Learning By Serving: 2,000 Ideas for Service-Learning Projects (1 20 pages, HTLBS) _____

Problem-Centered Learning in Mathematics and Science (60 pages, HTPCL) _____

Reducing School Violence (110 pages, HTRVR) _____

Reengineering High School for Student Success (100 pages) _____

Schools for the 21st Century: New Roles for Teachers and Principals (94 pages, HTSTC) _____

Using Technology to Improve Teaching and Learning (90 pages, HTTEC) _____

SERVE R&D–$7.00

This new series examines research that has been successfully applied in schools and offers valuable information, examples, advice, and resources to those working to improve practice in education.

Quantity

How to Assess Student Performance in Science: Going Beyond Multiple-Choice Tests (68 pages, RDSPS) _____

Designing Teacher Evaluation Systems that Support Professional Growth (45 pages, RDTES) _____

SERVE Reports–$7.00

SERVE Reports offer analyses of the latest developments and issues related to education and the ways in which they impact schools and society.

Quantity

Southern Crossroads: A Demographic Look at the Southeast by Harold Hodgkinson (90 pages, SRSCR) _____

Supporting Family Involvement in Early Childhood Education: A Guide for Business (50 pages, SRSFI) _____

A Public-Private Partnership: South Pointe Elementary School (31 pages, SRSPE) _____

EDTALK–$7.00

Co-produced with the Council for Educational Development and Research, this series focuses on educational improvement and answers common questions that parents and teachers have about teaching and learning.

Quantity

What We Know About Mathematics Teaching and Learning (69 pages, EDMAT) _____

What We Know About Science Teaching and Learning (70 pages, EDSCI) _____

Rural Schools on the Road to Reform (70 pages, EDRUR) _____

Policy Briefs–$1.00

The Need for Improved Mathematics and Science Education (PBIMS) _____

Children Exposed to Drugs: What Policymakers Can Do (PBCED) _____

Teachers of the Year Speak Out: Key Issues in Teacher Professionalization (PBIT) _____

Videotapes

SERVE produces a variety of VHS tapes that give stakeholders in education the opportunity to see school improvement and reform initiatives in action.

Quantity

Passages: Continuity from Pre-School to School—A visit to six schools with exemplary programs that guide young children from home to school and address their many needs (30 min., VTPST) _____

Southern Crossroads–Noted demographer Harold Hodgkinson examines demographic trends in the Southeast and discusses the challenges and opportunities they present (30 min., VTSCR) _____

***Special:** Order *Southern Crossroads* publication and videotape for only $25 (P02) _____

Drug-Free Schools: A Generation of Hope–An examination of six key characteristics of effective school programs to reduce and prevent student drug use (30 min., VTDFS) _____

Journey Toward Change–offers ideas, strategies, and inspiration to school improvement teams from educators who have participated in successful school improvement initiatives. A complementary film to *Hot Topics: Comprehensive School Improvement* (25 min., VTCSI) _____

***Special:** Order report and tape for $25, P01 _____

Successful Mathematics and Science Practices:

- **General Audiences**–A close look at exemplary mathematics, science, and technology programs in several schools in the Southeast (30 min., VTMS3) _____
- **Policymakers**–A panel discussion with the region's chief state school officers, business leaders, and others on promoting change; features exemplary school programs in mathematics, science, and technology (60 min., VTMS6) _____
- **Teachers/Practitioners**–A panel discussion with award-winning teachers on how to implement innovative programs and practices; features exemplary school programs in mathematics, science, and technology (90 min., VTMS9) _____

ORDERING INFORMATION

SERVE publications are $7 each for 1-49 copies; $6 each for 50-99 copies; $5 each for 100+ copies. Videotapes are $19.95.

(❑Mr. ❑Mrs. ❑Ms. ❑Dr.) First Name MI Last Name

Position/Title Organization

Address

City State Zip + 4 County

Phone (❑ Home ❑ Work) VoiceMail E-Mail/Internet Address SunCom *(Fla. only)*

TO ORDER: Make check or purchase order to NEFEC/SERVE (Federal ID# 59-6000-821). Remove or copy this order form and send it with your check or purchase order to: NEFEC/SERVE, Route 1, Box 8500, 3841 Reid Street, Palatka, FL 32177. Non-exempt Florida residents must include 6% sales tax. Exemption # _____.

Shipping & Handling Charges

Up to $30.00	$2.00	$100.01 to150.00	$8.00
$30.01 to $60.00	$4.00	$150.01 and above	$10.00
$60.01 to $100.00	$6.00		

SERVE OFFICES

P.O. Box 5367
Greensboro, NC 27435
800-755-3277
910-334-3211

345 South Magnolia Drive
Suite D-23
Tallahassee, FL 32301-2950
800-352-6001
904-922-2300

41 Marietta Street NW
Suite 1000
Atlanta, GA 30303
800-659-3204
404-577-7737

Delta State University
P.O. Box 3183
Cleveland, MS 38733
800-326-4548
601-846-4384

1008 Rutledge Building
1429 Senate Street
Columbia, SC 29201
803-734-4110

BEST COPY AVAILABLE